

Professional Educator Growth and Evaluation Manual 2015-2016

NAUGATUCK PUBLIC SCHOOLS

380 CHURCH STREET | NAUGATUCK, CT 06770 | 203.720.5265

The following document provides information relative to the policies and procedures associated with the revised teacher evaluation program for the Naugatuck Public Schools. Procedures have been designed through the collective efforts of the *Professional Development and Evaluation Committee (PDEC)*, which included teachers, administrators and central office staff.

Table of Contents

I.	Introduction	
	A. Purpose and Goal of the Professional Educator Growth and Evaluation Process	4
	B. Theory of Action for the Professional Educator Growth and Evaluation Process	4
	C. Beliefs and Core Values	4
	D. District Vision, Mission	4
	E. Strategic Priorities	5
II.	Overview of the Professional Educator Growth and Evaluation Process	
	A. Phases/Timelines of the process	6
	B. Overview of the NPS Rubric for Effective Teaching	6
	C. Categories of Performance Evaluation, Observations, SLOs, and Surveys	8
	D. Aggregate and Summative Score	16
	E. Talent Ed Data Management System	19
III.	Orientation to the Teacher Evaluation Process	18
IV.	Professional Learning and Development	
	A. Professional Learning and Development Plan	19
	B. Process Standards	19
	C. Content Standards	20
	D. Professional Learning Committees	20
	E. Professional Learning Opportunities	21
V.	Definition of Effectiveness and Ineffectiveness	22
VI.	Teacher Support and Assistance Plans	22
VII.	Evaluation of Part-time Teachers	24
VIII.	Teacher Evaluation and Leaves of Absence	25
IX.	Dispute Resolution Process	25
	Appendix A: Essential Documents	27
	<i>NPS Rubric for Effective Teaching</i>	
	Appendix B:	44
	Drafts of Surveys Associated with the <i>NPS Professional Educator Growth and Evaluation Manual</i>	
	Appendix C:	53
	Highlighted Changes to the 2014 CCT	
	Appendix D:	71
	State Law & CSDE Guidelines	
	Appendix E:	86
	Glossary of terms	
	Appendix F:	89
	NPS Rubric for Effective Service Delivery	

Acknowledgements

Board of Education

David Heller, Chair
Glenn Connan
Ethel Grant
Jill Mahoney
Dorothy Neth-Kunin
Diana Malone
Robert Mezzo, Mayor
James Scully
Scott Slauson

Superintendent

Sharon Locke

Assistant Superintendent

Christopher Montini

Statement of Compliance: In compliance with Title VI, Title IX and Section 504 of the Rehabilitation Act of 1973, the Naugatuck Public School system does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status, sexual orientation, or disability in establishing and implementing hiring and employment practices and establishing and providing school activities and educational programs.

In 2012-2013 the Naugatuck Public Schools partnered with ReVision Learning to develop and articulate the *Professional Educator Growth and Evaluation* plan. Throughout 2013-2014, the Professional Development and Evaluation Committee (PDEC), in consultation with ReVision Learning, worked to revise and evolve the NPS Professional Educator Growth and Evaluation Plan. Special thanks and recognition to all who supported year one implementation and year two revision simultaneously.

2012-2013 Professional Development and Evaluation Committee Members:

Administrators: Taran Gruber, Jan Saam, Melissa Cooney, Christopher Montini, Brian Hendrickson, Eileen Mezzo and Laura Klimaszewski

NTL President: George Macary

NTL Grievance Chair: Debbie LePage

Reading Consultant: Cathy Bosco Walker

Math Consultant: Kim Jones

SPED Teacher: Steve Barton

School Representatives:

Andrew: Jill Lennon and Karen Tarsi

Hop Brook: Laura Kaelin and Mary Johnson

Maple Hill: Lauren Galiette, Nancy Holbrook and Laurie Murtha

Salem: Melissa Cope and Deborah MacDonald

Western: Paul Donato and Kellie Pelletier

Cross Street: Donna Renzoni and Maria Ryan

Hillside: Ellen Aronheim and Katrina Spina

City Hill: Kathy Dravis, Sarah Cyr, Becky Moore, Sean Tottenham and Cara Tyminski

NHS: Cheryl Campbell, AnnMarie Chuckrey, Lisa LaChance, James Leary, Debbie Rutigliano, Michele Russell and Gena Spiller

2014-2015 Professional Development and Evaluation Committee Members:

Administrators: Taran Gruber, Jan Saam, Melissa Cooney, Johnna Hunt, Brian Hendrickson, Eileen Mezzo, Ellen Aronheim and Christopher Montini

NTL President: George Macary

School Representatives:

Andrew: Karen Kudzma

Hop Brook: Mary Johnson

Maple Hill: Lauren Croft and Nancy Janis

Salem: Melissa Cope and Kris Dimaio

Western: Pam Quinn

Cross Street: Donna Renzoni, Laura Kaelin, Sean Tottenham and Jon Sciacca

Hillside: Tracy Theroux

City Hill: Kathy Dravis and Cara Tyminski

NHS: Cheryl Campbell, Becky Moore, and Gena Spiller

I. Introduction

A. Purpose and Goal of the Professional Educator Growth and Evaluation Process

The purpose of the NPS Teacher Professional Growth and Evaluation process is to foster and support continuous teacher growth through collaboration between teacher and administrator. The Naugatuck Public School System is committed to an educator evaluation model that is designed to ensure that *all* students have competent, high quality teachers and provide a support structure that builds human capacities and challenges all educators to aspire to and reach excellence. The primary goal of the Naugatuck Educator Professional Growth and Evaluation process is to strengthen individual and collective practices to increase student learning and development.

B. Theory of Action for the Professional Educator Growth and Evaluation Process

IF students are provided access to highly effective teachers who also develop caring responsive relationships, *AND IF* the culture of continuous, collaborative professional growth is used to support high expectations for student learning and improve instruction, *THEN* we will meet the needs of all learners and all students will achieve at high levels.

C. Beliefs and Core Values

We believe:

- All children deserve a high quality education
- All children have capacities for learning that exceed our current expectations
- Educators, families and community must work together to support student learning
- Rigorous standards must be in place to define expectations for leaders, teachers, students and families
- Every school, educator and student in our district must be continuously improving
- The District must be organized and function in support of teaching and learning

D. District Vision, Mission, and Achievement Goals and Action Plan

Vision of the Naugatuck Public Schools: Educating All Students Today for Tomorrow's Future

Mission: Our mission is to create a cohesive school system where continuous improvement of teaching and learning result in high performing schools that develop students who:

- Are responsible and engaged community members
- Demonstrate initiative, persistence and adaptability
- Are curious and value risk taking as part of the learning process
- Access and analyze information and formulate an opinion
- Communicate effectively
- Work individually and on teams to solve real world problems

E. Strategic Priorities:

Strategic Priority One: Develop a Shared and Inspiring Vision with a Coherent Strategic Plan

1. Collaboratively develop and communicate a shared vision and mission that has high expectations for children and clearly communicates what Naugatuck Public Schools is striving to become.
2. Develop a Strategic Plan that will ensure the entire system is working toward accomplishing the vision and mission.

Strategic Priority Two: Create a Rigorous Academic Program with a Focus on Continuous Improvement of Teaching and Learning.

1. Create a professional culture relentlessly focused on improving teaching and learning .
2. Develop, implement and systematically evaluate and improve curriculum, assessment, instructional and intervention expectations.
3. Develop and evaluate the capacity of leaders, teachers and staff to improve district, school and student performance indicators.

Strategic Priority Three: Create a safe, welcoming and respectful environment throughout the district and in every school that supports the continuous improvement of teaching and learning.

1. Ensure safe and positive learning culture with high expectations for all students
2. Maintain and improve our school buildings and grounds and equipment
3. Ensure technological resources are allocated to support strategic plan

Strategic Priority Four: Create an organizational system that functions in support of teaching and learning.

1. Clear organizational structure, Communication and Access to Information
2. Develop District Budget that aligns with strategic priorities
3. Develop human resource system that attracts, hires and retains highly effective leaders, teachers and staff

Strategic Priority Five: Family and Community Engagement

1. Provide information and opportunities for parents to support student learning.
2. Build relationships with families and the community using multiple modes of communication and feedback
3. Develop community partnerships to leverage resources and collaboratively address the needs of the district

II. Overview of the Professional Educator Growth and Evaluation Process

A. Phases/Timelines of the Process

The Professional Educator Growth and Evaluation process will continue in the 2015-2016 school year. **Table 1** (below) represents an outline of the overall process:

Table 1: Overview

Action	Person	Document	Timeline
Self-reflection*	Teacher	NPS Self-Reflection Form	Days 1-15
Collaborative Goal Meeting Beginning of Year Conference (BYC)	Supervisor/Teacher	NPS Self-Reflection Form	By October 15
Collaborative Goal Meeting/Mid-Year Conference (MYC)	Supervisor/Teacher	NPS Self-Reflection Forms and NPS Evaluator Observation Form	By February 13
Submission of Mandatory and/or Optional Artifacts	Teacher	Refer to List of Artifactual Evidence	MYC – February 13 EOYC – May 15
Self-Reflection	Teacher	NPS Self- Reflection Forms EYC	Between February 2- May 15
Collaborative Goal Meeting /End of Year Conference (EYC)	Supervisor/Teacher	NPS Self- Reflection Forms NPS Evaluator Observation Form	By June 1

*Returning teachers may use the previous year’s EOY self-reflection to guide the process

B. NPS Rubric for Effective Teaching

The Naugatuck Public Schools adapted the *Common Core of Teaching (CCT) Rubric for Effective Teaching*. The *NPS Rubric for Effective Teaching* defines a common understanding of effective instructional practices. The *Rubric* is central to the evaluation process and articulates the professional practices we know are essential for improving student learning. The *Rubric* is the core document within the evaluation system and is used to help provide the context upon which a teacher’s performance can be directly measured. The indicators of teaching practice outlined through the *Rubric* have been adapted by Naugatuck teachers and administrators and represent the values and beliefs about teaching and learning of the educational community. Evaluation of teacher performance will be measured through evidence collected relative to the performances identified in the *Rubric*, and teacher growth across performance levels will be supported and ultimately expected in each given school year.

Overview of the Domains

Adapted from the 2014 CCT

Evidence Generally Collected Through In-Class Observations

Domain 1 Classroom Environment, Student Engagement and Commitment to Learning

1

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

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

Domain 3 Instruction for Active Learning

3

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

- 3a.** Implementing instructional content for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

2

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

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

Domain 4 Professional Responsibilities and Teacher Leadership

4

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

- 4a.** Engaging in continuous professional learning to impact instruction and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

C. Categories of Performance Evaluation

Category 1: Teacher Performance and Practice - 40%

Category 2: Parent Feedback - 10 %

Category 3: Student Learning - 45%

Category 4: Student Feedback -5%

Figure 1: Categories of Performance Evaluation

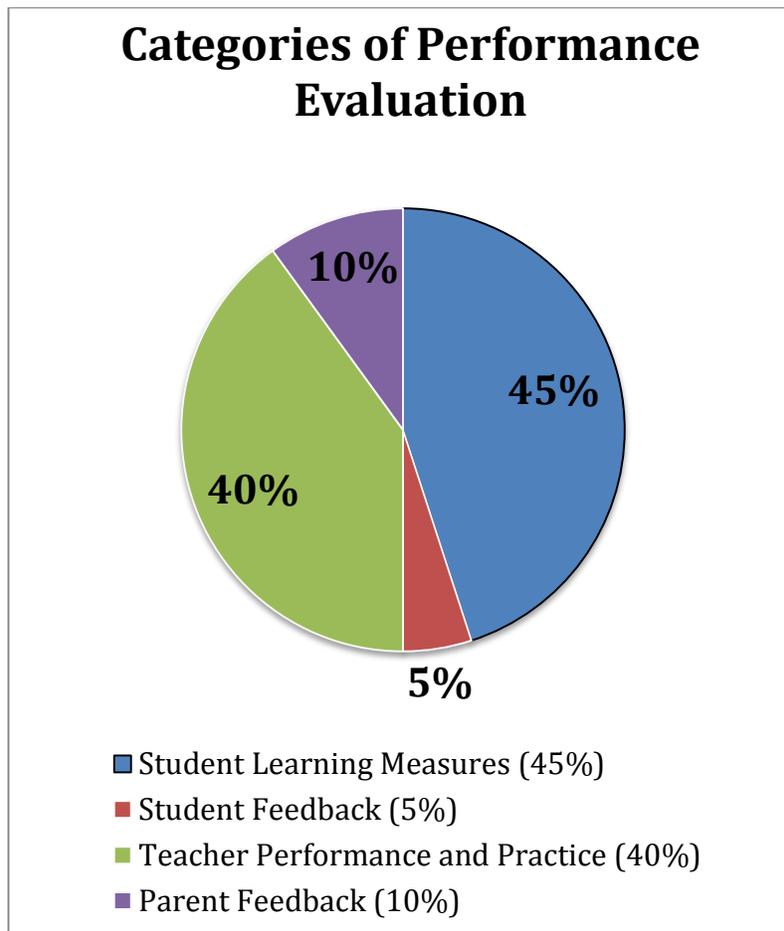
Practice Rating

Parent feedback (10%) will, in combination with teacher performance ratings (40%), constitute 50% of a teacher’s overall performance rating. This 50% is a teacher’s **“Practice Rating.”**

Outcomes Rating

The **“Outcomes Rating”** will be measured based on results associated with student achievement (45%) on a combination of standardized and non-standardized assessments and student feedback (5%). These two categories of performance evaluation will constitute the remaining 50% of a teachers overall rating.

Figure 1: Categories of Performance Evaluation:



Category 1: Teacher Performance and Practice 40 %

Forty percent (40%) of a teacher's evaluation shall be based on observation and evidence collection related to teacher practice and performance as articulated in the *Naugatuck Public Schools Rubric for Effective Teaching*. Assertions about teacher performance [by a supervisor] in this category will be made based on various data collection approaches in multiple settings. Furthermore, the evidence collection approaches are differentiated based on a teacher's years of experience and by levels of previous performance.

Goal Setting, Self-Assessment and Evidence Collection for the 40%

Evidence collection also requires all teachers to complete a self-assessment based on the *Naugatuck Public Schools Rubric for Effective Teaching*, and set professional learning growth goals. Teachers shall collect evidence and reflect with their supervisor on documentation and artifacts relative to effective practices. At the midyear and the end-of-year conferences, teachers are required to present appropriate evidence to support progress toward their goals. In setting policy for artifactual evidence, there was an attempt to balance teacher directed self-reflection with some item commonalities across the district that would add to meaningful conversations around teaching and learning. The mandated items include representative samples of student work, professional growth logs, parent contact log, assessments, and a sampling of teacher plans. The planning requirement is purposefully vague so teachers do not contrive an artifact that is not useful to their planning process. These items were selected in an effort to ensure that critical items are reflected upon throughout the year. The other items were left optional. Optional items are all crucial components. However, options allow for teachers to promote strengths and prioritize growth focus. Some of the optional items, such as data team minutes, are typically discussed throughout the year and thus were not deemed as mandatory for TEVAL. Teachers will bring evidence to the mid-year and end of the year conferences.

Administrators will conduct a combination of formal, informal, announced and unannounced observations of teachers' professional practices and provide constructive feedback in a timely and useful manner. The processes and specific protocols employed by administrators for observation of professional practice will vary based on the following two categories: (1) Year 1 & 2 teachers and/or teachers with an overall rating of *Developing* or *Below Basic*, and (2) Teachers in years 3 and above and teachers with an overall rating of *Effective Practice* or *Exemplary Practice*. The processes and timelines for these two groups of teachers are outlined in Tables 2 & 3 below. The pre-observation form will be used with formal/announced observations for teachers in years one and two or teachers whose practice performance level is rated as *Developing* or *Below Standard*. This form must be provided to the evaluator during the scheduled preconference meeting. All observation forms to support this work are provided in TalentEd.

Table 2: Year 1 & 2 Teachers and/or Teachers with an Overall Rating of Developing Practice or Below Standard Practice

Observations	Conference & Feedback	Document	Timeline
A minimum of 3 formal in-class observations (two announced with a mandatory pre-conference; one unannounced) Minimum of 45 minutes or one period in length	Post conference with written & verbal feedback within three (3) school days after the observation Teachers will review written feedback and provide a required electronic signature within (3) three school days ¹	Pre-observation form, Post Observation Form, and NPS Evaluator Observation Form <i>(Pre Observation Form/Conference can be completed collaboratively with teacher teams)</i>	Minimum of one formal in-class observation to occur within each of the following time frames: <ul style="list-style-type: none"> • Days 1 – 45 • Days 45-90 • Days 90-140* * Note: As needed or appropriate, observations may also occur after day 140
A minimum of 2 or more unannounced observations Minimum of 15 minutes each	Verbal and/or written feedback	NPS Evaluator Observation Form	Days 1-140* * Note: As needed or appropriate, observations may also occur after day 140

Table 3: Year 3 and above and Teachers with an Overall Rating of Effective Practice or Exemplary Practice

Observations	Conference & Feedback	Document	Timeline
A minimum of 4 3 unannounced observations /reviews of practice ² for teachers who maintain a rating of effective or higher ; OR a minimum of 5 unannounced observations/reviews of practice for teachers who do not maintain a rating of proficiency effective or higher ; exemplary ; Observations must include a minimum of one formal in-class observation and one review of practice. Minimum of 15 minutes each	Post conference with written & verbal feedback within five (5) school days after the observation Teachers will review written feedback and provide a required electronic signature within (3) three school days*	NPS Evaluator Observation Form Post Observation Form for formal observation	At least one formal in-class observation and one review of practice prior to the mid-year conference. Formal observation is the first in-class observation of the school year.

¹ An electronic signature indicates only a receipt of the feedback not agreement with its content

² The combinations of observations/reviews of practice shall be mutually agreed upon by the teacher and evaluator at the goal setting conference and be indicated on the goal form (e.g.: data teams, observation of coaching and mentoring other teachers, reviews of lesson plans, PPT meetings) The mid-year conference is not considered one of the mandated observations/reviews of practice.

Supervisors will use the *NPS Rubric for Effective Teaching* to focus evidence collection based on the timeline provided. Evidence should be collected and feedback should generate deep professional discussions relative to teacher goals and performance levels being observed. At the end of the year, supervisors will complete a collective review of all evidence collected to determine a score for each indicator and an overall rating of teacher performance and practice across all domains of the *NPS Rubric*.

Category 2: Parent Feedback 10%

Ten percent (10%) of a teacher’s evaluation shall be based on parent feedback. Naugatuck will use whole school parent survey data from the spring of the previous school year to support goal setting during the beginning of the year. Connections will be made between Student Learning Objectives (SLO’s) to ensure best practice relative to school and parent communication and connections. The NPS Parent Surveys (see appendix B) will be administered by school each year during the winter or spring parent conferences. School Governance Councils, School level data teams, and Safe School Climate Teams may include additional questions on the survey in order to encourage alignment with school improvement goals. Each year new data will be collected and analyzed to support the establishment of school-wide and individual teacher goals to support improved practice.

Parent feedback will be aggregated and reviewed during the End-of-Year meetings wherein supervisors and teachers will determine the degree to which the teacher has met school or individual targets set at the beginning of the year. Teachers will be rated based on evidence of his or her implementation of strategies to address areas of need as identified by the survey results. Focus on the indicators outlined in the *NPS Rubric for Effective Teaching* will be taken into consideration to assist in the final rating of a teacher’s performance in this category, and the following scale (see Table 4 below) will be used in alignment with the *Rubric*:

Table 4: Parent Feedback

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

Parent surveys will be anonymous. Parents may take the survey in the school building or at home during a specified time frame. A building designee or designees will be responsible for collecting and analyzing the results of the survey no later than two weeks after the administration. Within one month from the administration of the survey, the building principal will disseminate the information to the entire faculty. Each year the Professional Development and Evaluation Committee (PDEC) will seek input from faculty, parents, and students to review and refine the surveys (see Appendix B for the Parent Survey document).

Category 3 - Student Learning Measures 45 %

Forty-five percent of a teacher's evaluation shall be based on student learning measures, which will be measured by establishing a Student Learning Objective (SLO) aligned to District and Building level goals and corresponding Indicators of Academic Growth and Development (IAGDs).

SLOs are carefully planned, long-term academic objectives. These broad goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which data indicates a need. SLOs should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. After reviewing district and building level data, teachers will develop one overarching SLO that addresses identified needs.

SLOs are measured by Indicators of Academic Growth and Development (IAGDs). An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. The SLO must include a minimum of **two IAGDs** and a maximum of **four IAGDs**. Teachers whose students take a standardized assessment will create one IAGD using that assessment and one IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop one SLO with two to four IAGDs based on non-standardized measures. Use the flow chart below to determine appropriate IAGDs.

IAGD 1: Twenty-two and one half (22.5%) of the teacher's practice rating will be determined by student growth based on standardized assessment performance (where possible) where the teacher has the responsibility for those students. A standardized assessment has all of the following features:

- Administered and scored in a consistent, or standard, manner
- Aligned to a set of academic standards
- Broadly administered (e.g., nation or statewide)
- Commercially produced
- Often administered between one and three times per year.

IAGD 2: The other Twenty-two and one-half (22.5%) percent will be based on an IAGD(s) derived from non-standardized assessments, performance-based assessments or assessments aligned to the teacher's specific role in the district.

Where a standardized assessment does not apply, the entire 45% will be based on two to four IAGDs derived from non-standardized assessments, performance-based assessments or assessments aligned to the teacher's specific role in the district.

Table 5. SLO/IAGD Goal Attainment

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4 Exceeded Goal	Level 3 Met Goal	Level 2 Partially Met Goal	Level 1 Did Not Meet Goal
All students met and many substantially exceeded the target(s) contained in the indicator(s).	Most of the students met the target(s) within a few points on either side of the target(s) contained in the indicator(s).	A notable percentage missed the target by more than a few points. However, taken as a whole, significant progress was made toward the SLO.	Little progress toward the goal was made.

The evaluator may score each IAGD separately and then average the scores for the overall SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. *(Standardized assessment, if applicable, 50% of SLO rating)*

Teachers will use **Figure 4** (below) to determine which SLO goals they will develop:

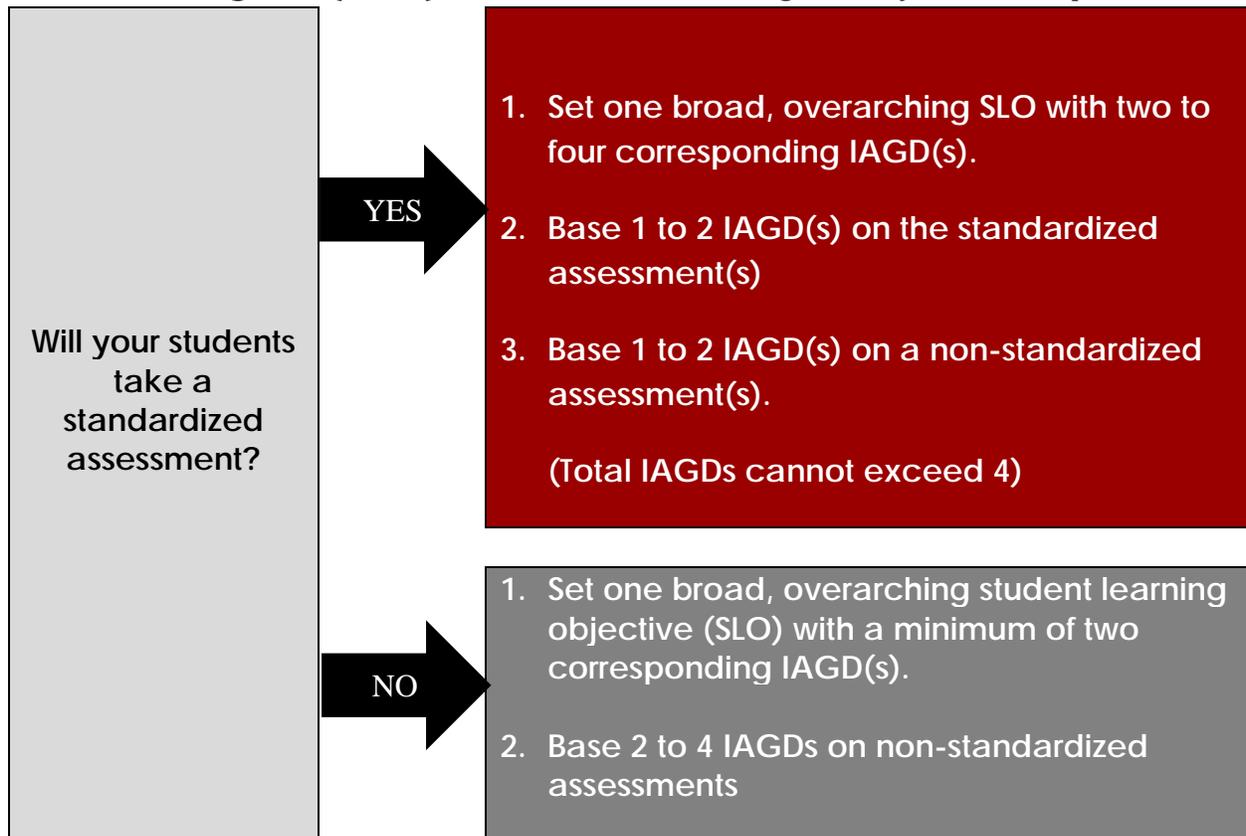


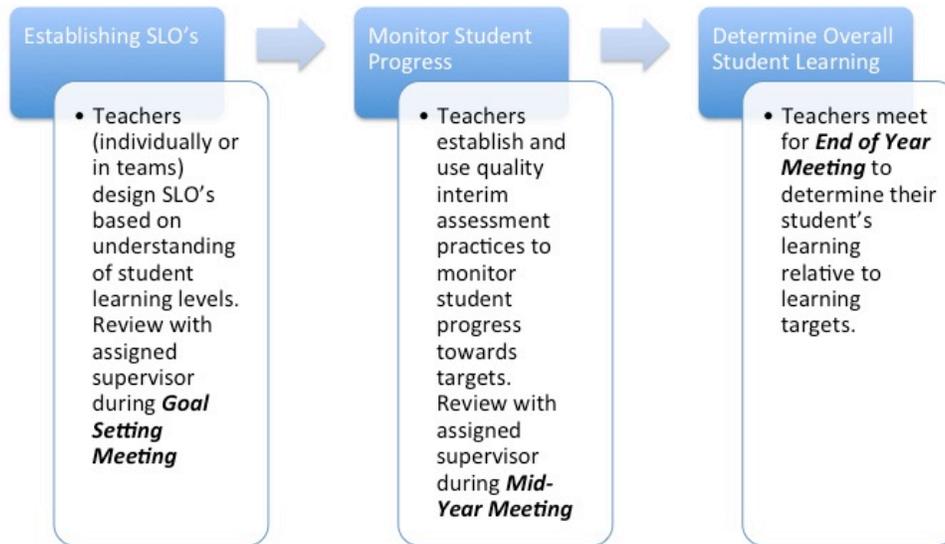
Table 6: Example SLO and IAGDs

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
Eighth Grade Science	My students will master critical thinking concepts of science inquiry.	<ol style="list-style-type: none">1. 78% of my students will attain at least a 4 on the state assessment section concerning science inquiry.2. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	<ol style="list-style-type: none">1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district
Music	Students will increase their accuracy when performing a three-note song	<ol style="list-style-type: none">1. By the end of the school year, 80% of grade 1 students will perform at proficient or above on the grade 1 CBA.2. By the end of the school year, 100% of students will demonstrate proficiency on 4 out of the 6 simple song criteria checklist on a minimum of 4 songs.3. 90% of students will perform “Grizzly Bear” at proficient or above by the end of the school year.
Reading	Students will improve their ability to comprehend complex texts across multiple genres.	<ol style="list-style-type: none">1. 70% of the students in my class will meet their individual growth targets from fall to spring on the NWEA MAP assessment in reading.2. 90% of the students in my class will score a 3 out 4 on all 4 end of the unit CBAs.
Math	Students will improve mathematical application through increased fluency of math facts.	<ol style="list-style-type: none">1. 70% of the students in my classes will meet their individual growth targets from fall to spring on the NWEA MAP assessment in mathematics.2. By the end of the school year, 90% of my students will score proficient on the math fact assessment.3. 85% of my students will score proficient or higher on 5 of the 6 end of unit CBAs in math.

Additional sample SLOs can be found on the CT Seed Website by clicking the link below:

http://www.connecticutseed.org/?page_id=2017#samples

Figure 5: Overview of SLO Goal Setting



Category 4 - Student Feedback

Five percent (5%) of a teacher’s evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. The district will utilize various delivery models to ensure higher rates of return, fairness and reliability relative to student surveys.

Student feedback will be aggregated and reviewed during the End-of-Year meetings wherein supervisors and teachers will determine the degree to which the teacher has met school or individual targets set at the beginning of the year. Focus on the indicators outlined in the NPS *Rubric* will be taken into consideration to assist in the final rating of a teacher’s performance in this category and the following scale (see Table 7 below) will be used in alignment with that *Rubric*:

Table 7: Student Feedback

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

D. Aggregate and Summative Score

As described in Section II, a teacher's summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to a *teacher's performance and practice* will be combined with scores related to a teacher's efforts associated with *parent feedback* goals to determine an overall *Practice Rating*. This will be combined with performance relative to *student learning measures* designed at the beginning of the year through Student Learning Objectives which will be combined with student scores related to a teacher's efforts associated with *student feedback* goals to determine an overall *Outcomes Rating*.

Determining Summative Rating

Step 1: Calculate Teacher performance level score on the *NPS adapted CCT Rubric for Effective Teaching*.

Table 8. Rubric Scoring EXAMPLE

Domain	Score	Weighting	Score (Score x Weight %)
1. Classroom Environment, Student Engagement and Commitment to Learning	2.8	25%	.7
2. Planning for Active Learning	2.9	25%	.725
3. Instruction for Active Learning	3.1	25%	.775
4. Professional Responsibilities and Teacher Leadership	2.2	25%	.55
Total Score			2.75

Step 2: Determine final Practice Rating

Table 9: Calculating the Practice Rating EXAMPLE

Components	Score	Weighting	Points (Score x Weight)
CCT Rubric Score	2.75	40	110
Parent Feedback	2	10	20
Total Score			130 (Level 3 Effective)

Step 3: Determine the Performance Level for the Practice Rating by using the rating table below.

Table 10 Practice Rating Table

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
Final Teacher Performance and Practice	

Step 4: Determine the final Outcomes Rating.

Table 11: Calculating the Outcomes Rating

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)		45	
Student Feedback		5	
Total Score			

Table 12: Calculating the Outcomes Rating EXAMPLE

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)	3	45	135
Student Feedback	2	5	10
Total Score			145 (Level 3 Effective)

Step 5: Determine the Performance Level for the Outcomes Rating by using the rating table below.

Table 13 Outcomes Rating Table

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
Final Teacher Performance and Practice	

Step 6: Using the *Summative Performance Rating Matrix (Table 14)* below, determine the final performance rating for a teacher based on their combined scores. To use the table, identify the teachers rating for each major category: Student Outcomes Rating and Teacher Practice Rating. Follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. Note that the table below uses the state performance level language as outlined in the PEAC Guidelines.

Table 16: Summative Performance Rating Matrix					
		Practice Rating			
		Exemplary	Effective	Developing	Below Standard
		4	3	2	1
Outcomes Rating	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
	4	Exemplary	Exemplary	Effective	Gather Further Information

E. Talent Ed Data Management System:

TalentEd Perform is the District’s web-based performance management software. All forms associated with the *NPS Professional Educator Growth and Evaluation Manual* will be accessed electronically by teachers and evaluators via the District’s TalentEd website.

III. Orientation to the Teacher Evaluation Process

Naugatuck Public Schools will present an overview of the TEVAL manual to all certified staff as part of the first teacher day of the 2015-2016 school year. Throughout the year, some faculty meeting time will be devoted to pieces of the TEVAL process and procedures. The TEVAL manual will be part of each new teacher orientation and ongoing support program offered by the NPS. The Naugatuck Public Schools will provide all evaluators with training in evaluation and observation as well as how to provide high quality feedback. In partnership with ReVision

Learning, all evaluators will engage in significant opportunities for observation and evaluation calibration training. NPS will regularly provide opportunities for evaluators to demonstrate proficiency through professional development.

IV. Professional Learning and Development

A. Professional Learning and Development Plan

The goal of professional learning opportunities in Naugatuck is to promote teacher reflection in order to improve student achievement. Professional learning opportunities will be guided by district, school, and individual teacher needs and based on Learning Forward's [*Standards for Professional Learning*](#) (*Learning Forward, 2011*) is the third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership and improved student results. As evident in our *Naugatuck Public Schools Rubric for Continuous Professional Growth* we believe that all educators must be models of ongoing learners, where goal setting assessment, reflection and adjustment are cyclical practices. Currently at the forefront of our continuous improvement plans are the instructional and assessment shifts predicated by the [*Common Core State Standards*](#) (CCSS) and the accompanying [*Smarter Balanced Assessment Consortium*](#) (SBAC) efforts designed to create college and career ready students – these will be strong drivers of professional learning. Our commitment to high quality professional learning opportunities necessitates that all professional learning be designed and implemented according to Learning Forward's national *Standards for Professional Learning*.

Professional learning that improves the learning of all students:

- organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- requires resources to support adult learning and collaboration. (Resources)

B. Process Standards

Professional learning that improves the learning of all students:

- uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- prepares educators to apply research to decision making. (Research-Based)
- uses learning strategies appropriate to the intended goal. (Design)
- applies knowledge about human learning and change. (Learning)
- provides educators with the knowledge and skills to collaborate. (Collaboration)

C. Content Standards

Professional learning that improves the learning of all students:

- prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

D. Professional Learning Committees

School wide and district wide committees will assess the professional development needs and offer appropriate learning opportunities for the faculty. The district level professional learning committee will be facilitated by the central office administration and representation from the district schools.

- The District Professional Learning Committee will:
 - identify areas of district professional learning needs based on district and school improvement plans,
 - design and assess district professional learning programs based on identified areas of needs,
 - assess and provide for departmental and specialty area needs,
 - design and assess professional learning programs related to the *NPS Rubric for Continuous Growth*.

School Level Professional Learning Committees

A school wide committee will include representation from regular education, special education, special area teachers and support staff.

- The School Professional Learning Committee will:
 - identify areas of building professional learning needs based on teachers' professional learning goals and the survey results,
 - design and when appropriate facilitate building professional learning programs,
 - serve as liaison to district level committee.

E. Professional Learning Opportunities

District Wide Professional Development **Learning Time**

Grade level and subject area workshops are held during professional development full and half days to support the specific needs of departments and grade levels.

After School Professional Development Programs

Professional Development opportunities will be offered at the individual school level for faculty. Staff may volunteer to attend these programs. Programs will be offered in response to educators expressed needs as well as district initiatives.

Professional Development and Career Pathways

Naugatuck Public Schools is committed to pursuing career pathway opportunities for exemplar teachers as certification programs become available from the State Department of Education. Informally, NPS will encourage the use of exemplar teachers to serve as instructional coaches and mentors to colleagues.

Professional Development through a Collaborative Model

The district and school level administration will explore and adopt a professional development plan that promotes teacher collaboration. The district and school level professional learning committees will facilitate collaborative learning opportunities. The following are examples of opportunities open to teachers participating in collaborative learning opportunities. Proposals would be reviewed and approved by evaluators at the beginning of the year conference.

- **Action Research** – Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvement of instructional practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.
- **Cornerstone Assessment Project** – Individuals or teams across various grade levels collaborate to create cornerstone assessments with the purpose of implementing, assessing and analyzing data of specific skills across grade levels.
- **Professional Learning Leadership** – Based on information regarding the needs of faculty, individuals or teams will design and implement professional development activities for their colleagues.
- **Teacher led Book Clubs** - Teachers choose educational books aligned with professional goals to share with colleagues.
- **Grade level and Vertical Teacher Professional Buddies** – Colleagues with similar professional goals are matched by grade level, department, or vertically to collaborate on instructional strategies, share resources, and promote teacher reflection.
- **Teacher led Blogs** – Individuals or teams of teachers will create educational blogs. The teachers will create a series of prompts and open the forum to colleagues.
- **Creation of Professional Videos** – Individuals or teams will create professional videos of exemplar teaching practices. Teachers will videotape and edit their colleagues engaged in best practices for the purpose of professional development for the district. Teachers will design a facilitator’s guide to promote collegial conversation.
- **Peer Coaching**- Colleagues pursue goals for improving student performance and professional growth by engaging in a teacher-directed process of pre-observation conferencing, classroom visits revolving around objective data gathering and post-conferencing with feedback and dialogue.

V. Definition of Effectiveness and Ineffectiveness

Non-tenured teachers shall generally be deemed effective if said educator received at least two sequential “effective” or “exemplary” end of the year ratings, one of which must be earned in the fourth year of a non-tenured teacher’s career. There should be trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential “effective” or higher ratings in years three and four. However, **non-tenured teachers may be terminated at any time with cause or non-renewed in accordance with section 10-151(c) of the Connecticut General Statutes.**

Tenured teachers shall generally be deemed effective unless said educator receives at least two (2) sequential summative developing ratings or one below standard rating at any time. Tenured teachers who receive at least two (2) sequential developing ratings or one below standard rating at any time, shall be considered ineffective.

VI. ~~Teacher Assistance Process~~ **Teacher Support and Assistance Plans**

The Naugatuck Public Schools expect that teachers will ~~have ratings of~~ **demonstrate** *Effective Practice* or higher. In the event that a teacher’s ~~rating~~ **establishes a pattern of** *is Developing Practice* or *Below Standard Practice* ~~at the end of a school year or at the start of the following school year,~~ the teacher will **receive focused supervision, support, and development.**

Additional Levels of Support

Structured Support and Intensive Assistance Plans will be developed in consultation with the teacher and his/her exclusive bargaining representative. The Plans will be differentiated by the level of identified need and/or stage of development.

- 1. Structured Support Level:** An educator (tenured or non-tenured) would be placed on the Structured Support Level and receive a Structured Support Plan if he/she establishes a pattern of Developing Practice. An established pattern will exist if an educator receives one Developing Practice rating either at the end of the year conference or if an educator receives several observations and or reviews of practice that signal the need for support. Once the determination has been made to place a teacher on a Structured Support Plan, he/she will be notified of such decision. The Structured Support Plan includes targeted

supports, with timelines for meeting the goals established as part of the teacher's evaluation plan. While on Structured Support, teachers will have three (3) check-in meetings throughout the year (December, February, and April) along with a minimum of one (1) formal observation and four (4) informal observations for tenured teachers and three (3) formal observations and two (2) informal observations for non-tenured teachers. Each observation will be followed by a post-observation conference within five (5) days. If the teacher is successful in addressing the Structured Support Plan and is rated as Effective or Exemplary he/she will be removed from Structured Support and placed in the regular evaluation cycle. The evaluator has discretion for keeping a teacher in Structured Support for a second year if the teacher is showing growth but not yet rated as Effective or Exemplary. A new Structured Support Plan will be developed for the 2nd year in consultation with the teacher's exclusive bargaining representative. Teachers may not stay in Structured Support beyond two (2) consecutive years. If the teacher is rated Developing or Below Standard by the end of the second year, they will be placed on Intensive Assistance.

2. Intensive Assistance: A **non-tenured** educator would receive intensive assistance when he/she does not meet the goals of the structured support plan or receives a summative rating of Below Standard. A summative rating of Below Standard shall only be permitted in the first year of a non-tenured teacher's career.

A **tenured** educator who has achieved tenure would receive intensive assistance when he/she does not meet the goals of the structured support plan or if he/she establishes a pattern of Below Standard Practice. A pattern will exist if several observations and or reviews of practice or one rating at the end of the year signals the need for significant support and immediate improvement.

The Intensive Assistance Level is a communication of grave importance to the teacher (tenured or non-tenured) that if the district's performance expectations remain unmet termination of contract will follow. Once the determination of Intensive Assistance has been made, the teacher will be notified that he/she is being placed on ~~assistance for professional growth~~ Intensive Assistance. A copy of the notification will be given to the teacher, superintendent, the NTL president, and the teacher's personnel file within five (5) school days. Within ten (10) school days, or before September 30th of the following school

year if the determination occurs over the summer as a result of state assessment results or occurs at the end of the year conference, the Evaluation Team will mutually develop an Assistance Action Plan for Professional Growth. meet to discuss the specific performance objectives which the teacher must address. The Evaluation Team includes the evaluatee, the evaluator, an additional district administrator to serve as a complementary evaluator, the Superintendent or designee, and the evaluatee's exclusive bargaining representative. The process for meeting the performance objectives, the individuals responsible for providing support, and a time frame for providing support will be presented to the teacher at this meeting.

The Intensive Assistance Level will be divided into three (3) assessment periods to monitor progress closely throughout the year. The three (3) assessment periods and one (1) summative evaluation will be completed as follows:

- Assessment Period 1: October through December
- Assessment Period 2: January through April
- Assessment Period 3: April through June
- Summative Evaluation; June

In each assessment period, the teacher will receive a minimum of three (3) observations, including a minimum of one (1) formal observation. One (1) observation will be conducted by the complementary evaluator and the remaining observations by the primary evaluator. Observations may be a combination of announced and unannounced. At the end of each assessment period the primary evaluator will complete a summary of the assessment period and conduct a meeting with the Evaluation Team. By the end of the third assessment period, if a teacher fails to achieve a rating of Effective or Exemplary the teacher will be recommended for termination. If the teacher successfully meets the plan, and is rated as Effective or Exemplary, he or she shall be removed from Intensive Assistance and placed in the district's evaluation plan.

VII. Evaluation of Part-Time Teachers

Naugatuck Public Schools will evaluate all part-time teachers in the same manner as full time teachers except that the number of observations/reviews of practice articulated by the prescribed timeline may be reduced by one if the teacher maintains a rating of effective or exemplary.

VIII. Teacher Evaluation and Leaves of Absence

The primary goal of the Naugatuck Educator Professional Growth and Evaluation process is to strengthen individual and collective practices to increase student learning and development. As such, the Naugatuck Public Schools will evaluate all teachers employed for any portion of the academic school year as described with the following exceptions:

Teachers who require and receive from the Board of Education an approved leave of absence, where the timeliness and duration of the leave of absence has been determined to impact the evaluation process, shall through mutual agreement with his or her evaluator, modify the existing evaluation plan to meet the needs of the circumstances. Such plan may reduce the number of observations/reviews of practice or adjust timelines but in no way can alter the final summative rating. Such plan must be approved by the superintendent or her designee and is not subject to the Dispute Resolution Process.

In situations when a Board of Education approved leave of absence exceeds half (or 50%) of the school year, the teacher will be evaluated only on his or her teacher practice rating. The number of observations will be determined through mutual agreement between the teacher and his or her evaluator and is subject to approval from the superintendent or her designee. Further, when a teacher is evaluated solely based on his or her practice rating, a final summative rating will not be calculated.

IX. Dispute-Resolution Process

Naugatuck Public Schools has established the following process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to the Appeals Committee, a subcommittee of the professional development and evaluation committee (PDEC). This Appeals Committee will serve as a voluntary impartial committee to settle the dispute. The superintendent or designee and the respective collective bargaining unit for the district will each select two representatives and one alternate from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent or designee and the collective bargaining unit. Alternates will attend meetings and will be used in place of members who must recuse themselves due to conflict or who cannot attend meetings. Guiding questions have been developed to guide the committee in their respective responsibilities. The Appeals Committee will refer to this checklist as a starting point to ensure the due process rights of the evaluatee and to support the rights and responsibilities of the evaluator. The Appeals Committee will provide recommendations and documentation in the form of meeting minutes to all parties involved in the dispute. The committee requires a vote of at least 4 out of 5 to render a decision. In the event that the designated committee does not reach a decision, the issue shall be considered by the superintendent whose decision shall be binding.

Guiding Question

Performance Objectives:

1. Were the SLOs and IAGDs aligned to district and building goals and improvement plans?
2. Were the SLOs and IAGDs mutually agreed upon?
3. Was there discussion between the teacher and evaluator regarding any disputed performance objectives? Was this discussion documented?
4. Were clear indicators of success defined through the IAGD?
5. Were an action plan and appropriate timeline for completion included?

Evaluation Procedures:

1. Is the teacher tenured in Naugatuck?
2. Have the timelines set by this Plan been followed?
3. Did the evaluator identify specific areas of weakness and provide strategies for improvement? Was evidence provided?
4. If the teacher disputed the evaluation, was a written response to the evaluation provided by the teacher within the prescribed timeline?
5. Was the teacher provided opportunities to obtain support, feedback and professional development?
6. Were the professional development opportunities aligned to the specific areas of weaknesses identified by the evaluator?
7. Did the teacher take advantage of these opportunities?

Assistance Plan:

1. Was there a documented discussion resulting in a specific assistance plan?
2. Did the assistance plan include all of the defined components?
3. Was there a professional development plan formulated and implemented?
4. Were there sufficient documented opportunities and time for the evaluatee to obtain support/feedback from peers, administrators and/or participate in professional development/ training?
5. Did the evaluatee take advantage of the assistance recommended or provided?
6. Was the evaluatee referred to a RESC, college or university or a CSDE resource bank?
7. Were appropriate consequences clearly articulated and documented?

Appendix A

NAUGATUCK PUBLIC SCHOOLS

380 CHURCH STREET | NAUGATUCK, CT 06770 | 203.720.5265

Naugatuck Public Schools Rubric for Effective Teaching

*Adapted from the Connecticut Common Core of Teaching (CCT) Rubric for
Effective Teaching 2014*

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

Adapted by Naugatuck Public Schools

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

Table of Contents

CCT Rubric for Effective Teaching 2014 Development Committee	1
Introduction (<i>CCT Rubric for Effective Teaching adapted by Naugatuck Public Schools, 2014, Observation Process</i>).....	2
AT A GLANCE	3
1: Classroom Environment, Student Engagement and Commitment to Learning	
1a. <i>Creating a positive learning environment</i>	4
1b. <i>Promoting developmentally appropriate standards of behavior</i>	5
1c. <i>Maximizing instructional time</i>	6
2: Planning for Active Learning	
2a. <i>Planning of instructional content</i>	7
2b. <i>Planning instruction to cognitively engage students</i>	8
2c. <i>Selecting appropriate assessment strategies</i>	9
3: Instruction for Active Learning	
3a. <i>Implementing instructional content</i>	10
3b. <i>Leading students to construct meaning and apply new learning</i>	11
3c. <i>Assessing student learning, providing feedback to students and adjustments to instruction</i>	12
4: Professional Responsibilities and Teacher Leadership	
4a. <i>Engaging in continuous professional learning</i>	13
4b. <i>Collaborating to develop and sustain a professional learning environment</i>	14
4c. <i>Working with colleagues, students and families to develop and sustain a positive school climate</i>	15

Introduction

Observation Process

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 5 school days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs.

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

Formal In-Class Observations: last at least 15 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class Observations: last at least 15 minutes and are followed by written and verbal feedback.

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

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

- A. Pre-Conference: for teachers in years 1-2** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
- B. Observation:** Observers will collect evidence mostly for Domains 1 and 3 during the in-class observation.
- C. Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/ practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis:** The evaluator analyzes the evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2014 adapted by Naugatuck Public Schools*
- E. Feedback:** The evaluator will connect evidence to the appropriate indicator within the domains and provide feedback to the teacher.

AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1 Classroom Environment, Student Engagement and Commitment to Learning

1

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

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

Domain 3 Instruction for Active Learning

3

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

- 3a.** Implementing instructional content for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

2

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

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

Domain 4 Professional Responsibilities and Teacher Leadership

4

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

- 4a.** Engaging in continuous professional learning to impact instruction and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Interactions between students are consistently positive and respectful. Students appropriately correct one another, when necessary.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

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

² **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities (IEP, 504), talented/gifted students, and English Language Learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic and environment on the learning needs of students.

³ **Student Diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious 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:

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

Below Standard

Developing

Effective

Exemplary

Attributes

*In addition to the characteristics of **Proficient**, including one or more of the following:*

Communicating, reinforcing and maintaining appropriate standards of behavior

Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.

Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.

Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.

Student behavior is completely appropriate.
OR
Teacher seamlessly responds to misbehavior without any loss of instructional time.

Promoting social competence⁴ and responsible behavior

Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.

Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.

When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.

Students take an active role in maintaining high standards of behaviors.
OR
Students are encouraged to independently use proactive strategies⁵ and social skills and take responsibility for their actions.

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

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

1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

Below Standard

Developing

Effective

Exemplary

Attributes

Routines and transitions appropriate to needs of students

Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.

Inconsistently establishes routines and transitions, resulting in some loss of instructional time.

Establishes routines and transitions resulting in maximized instructional time.

Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

*In addition to the characteristics of **Proficient**, including one or more of the following:*

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

2: Planning for Active Learning

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

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs¹⁰	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹¹	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.

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

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

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

¹⁰ Data: Includes information about student readiness to learn as determined by (but not limited to) tests, quizzes, entrance/exit slips, Think/Pair/Share, warm-ups, etc.

¹¹ **Literacy strategies:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning. 35

2: Planning for Active Learning

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse¹² or inquiry-based learning¹³ and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources¹⁴ and flexible groupings¹⁵ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

12 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.

13 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.

14 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.

15 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:

Indicator 2c | Selecting appropriate assessment strategies¹⁶ to monitor student progress.

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

¹⁶ **Assessment strategies** are used to evaluate student learning during and after instruction.

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

3: Instruction for Active Learning

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

Indicator 3a | Implementing instructional content¹⁷ for learning.

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁸	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

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

¹⁷ **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁸ **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning. Academic vocabulary is specific vocabulary necessary to understand the content.

3: Instruction for Active Learning

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

Indicator 3b

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated strategies, (e.g. 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 resources¹⁹ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

¹⁹ *Instruct onal resources*: Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and

3: Instruction for Active Learning

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback²⁰ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments²¹	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

²⁰ **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.

²¹ **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:

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

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

4: Professional Responsibilities and Teacher Leadership

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

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

Below Standard

Developing

Effective

Exemplary

Attributes

*In addition to the characteristics of **Proficient**, including one or more of the following:*

<p>Collaboration with colleagues</p>	<p>Attends required meetings to review data but does not use data to adjust instructional practices.</p>	<p>Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.</p>	<p>Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.</p>	<p>Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.</p>
<p>Contribution to professional learning environment</p>	<p>Disregards ethical codes of conduct and professional standards.²²</p>	<p>Acts in accordance with ethical codes of conduct and professional standards.²²</p>	<p>Supports colleagues in exploring and making ethical decisions and adhering to professional standards.²²</p>	<p>Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.</p>
<p>Ethical use of technology</p>	<p>Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p>	<p>Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p>	<p>Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.</p>	<p>Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.</p>

²² *Professional Standards*: Reference the CT Code of Professional Responsibilities for Educators.

4: Professional Responsibilities and Teacher Leadership

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Professional communications²³	Demonstrates lack of respect for context when communicating with students and families OR demonstrates bias and/or negativity in the community.	Communicates with families and the community in a professional manner .	Consistently communicates with families and the community in a professionally responsive manner.	Proactively seeks feedback and improves professional communications with families and the community.

²³ **Professional communications:** Designing intentional and purposeful communications with knowledge and sensitivity to diverse cultures and contexts that ensure meaningful understanding between home and school.

Appendix B

All Surveys associated with the *NPS Teacher Professional Growth and Evaluation Plan**

Parent, student, and staff surveys are reviewed each year by a subcommittee of the PDEC prior to administration. The surveys included in this appendix are for informational purposes and are subject to change. The surveys remain in draft form until such time that they are revised and approved by the survey committee.

****DRAFT NPS Certified Staff Survey****

#	Primary Construct	Item
1	CSDE Climate (Rules and Norms)	In this school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping)
2	CSDE Climate (Physical Safety)	I have seen students push, slap, punch, or beat up other students more than once in this school.
3	CSDE Climate (Socio-emotional Security)	There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.
4	CSDE Climate (Rules and Norms)	Students at this school will try to stop students from insulting or making fun of other students.
5	CSDE Climate (Respect for diversity)	Students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)
6	CSDE Climate (School Connectedness)	Parents/guardians feel welcome at this school.
7	Climate	Students treat adults with respect at this school.
8	Climate	This school's discipline program is effective.
9	Leadership	Administrators at this school encourage collaboration among teachers to increase student learning.
10	Climate	The school facilities are clean and well-maintained.
11	Leadership	Administrators at this school let staff know what is expected of them.
12	Leadership	Administrators at this school are open to constructive feedback.
13	Leadership	The principal sets high expectations for students and staff.
14	Collaboration	Learning from other teachers at this school has improved my performance in the classroom.
15	Leadership	Administrators at this school are inspiring leaders.
16	Support	Overall, I feel adequately trained to do my job successfully.
17	Support	Teachers at this school are provided opportunities for meaningful professional development.
18	Instruction	I believe students are getting a high-quality education at this school.
19	Climate	I feel like I am a part of this school's community.
20	Climate	The school is a caring and nurturing place.
21	Collaboration	Teachers in this school support each other.
22	Leadership	Administrators at this school give me regular and helpful feedback about my teaching.
23	Leadership	My supervisor seems to care about me as a person.
24	Leadership	I feel comfortable going to at least one administrator if I have a problem.
25	Climate	Adults treat students with respect at this school.
26	Climate	Staff morale is high at this school.
27	Communication	There is open communication on important school issues.
28	Family Engagement	Parents take responsibility for student achievement at this school.
29	Family Engagement	Parents are given opportunities to be involved at this school.
30	High Expectations	Expectations are high at this school.
31	High Expectations	My colleagues are committed to high quality work.
32	Leadership	Administrators at my school are instructional leaders.

****DRAFT** NPS Parent Survey **DRAFT****

#	Primary Construct	Item
1	(Rules and Norms)	In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping)
2	CSDE Climate (Physical Safety)	I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up.)
3	(Socio-emotional Security)	There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.
4	(Rules and Norms)	Students at my child's school will try to stop students from insulting or making fun of other students.
5	CSDE (Respect for diversity)	Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)
6	CSDE Climate (School)	Parents/guardians feel welcome at my child's school.
7	Climate	The school facilities are clean and well-maintained.
8	Support	If my child has a problem, there is someone at school who can help.
9	Supportive Relationships	The adults at this school truly care about my child.
10	Leadership	The principal keeps the school focused on academic achievement.
11	Leadership	The principal or assistant principal is available to parents and willing to listen.
12	Support	I know what to do at home to support my child's learning in the teacher's class.
13	Collaboration	I share responsibility for my student's achievement.
14	High Expectations	Teacher(s) at this school have high academic standards for my child.
15	High Expectations	The school holds students to very high behavioral standards.
16	Family Engagement	I know how my child is doing in school before I get my child's report card.
17	Family Engagement	The school helps me understand what my child needs to learn to be successful at his/her grade level.
18	Family Engagement	I feel comfortable discussing my child's needs with teachers and staff.
19	Communication	I often communicate with my child's teacher(s), whether in person, by phone, by email, or in some other way.
20	Instruction	My child's teacher(s) challenge my child to do his/her best.
21	Instruction	My child has access to extra academic help outside the classroom when he/she needs it.
22	Leadership	The district is working towards its vision to Educate All Students Today for Tomorrow's Future.
23	Instruction	My child is encouraged to be curious and is learning that risk-taking is part of the learning process.
24	Sense of Belonging	My child enjoys going to school.

33	Leadership	Teachers take responsibility for student achievement at this school.
34	Leadership	Administrators make adjustments when things aren't working at this school.
35	Collaboration	The school is working to make the vision of this school a reality.
36	Leadership	Administrators take responsibility for student achievement at this school.
37	Leadership	The principal inspires optimism for the future of this school.
38	Leadership	Administrators at this school behave in a professional manner.
39	Sense of Belonging	I feel my contributions at this school are important.
40	Student Engagement	Students at this school are engaged in their classes.
41	Support	I have access to the technology that I need at this school.
42	Support	I have access to other resources and materials that I need for my class(es).
43	Demographics	Are you a classroom teacher?
44		Is there any other feedback you'd like to provide to the Naugatuck Public Schools?

Student Survey K

Teacher _____ School Year _____

Directions:

The teacher is asked to read the following statements carefully, and then request that the children respond to the statements by circling or coloring the face that shows whether they agree with the statements. The face with a smile means “yes” and the face with an upside-down mouth means “no”.

	Yes	No
Example: I ride a school bus.		
1. I like coming to school.		
2. My teachers help me learn new things.		
3. My teachers tell me how I am doing in class.		

Student Survey 1-2

Teacher _____ School Year _____

Directions:

The teacher is asked to read the following statements carefully, and then request that the children respond to the statements by circling or coloring the face that shows whether they agree with the statements. The face with a smile means “yes” and the face with an upside-down mouth means “no”.

	Yes	No
Example: I ride a school bus.		
1. I like coming to school.		
2. My teachers help me learn new things.		
3. My teachers tell me how I am doing in class.		
4. I understand the rules and directions my teachers give me.		
5. I am able to do the work in class.		
6. I feel my teachers give me help when I need it.		

****Draft of the NPS Student Survey Grade 5 - 12****

Construct	Question
Pedagogical Effectiveness	Overall, how much have you learned from your teachers?
Pedagogical Effectiveness	During class, how motivating are the activities that your teachers have you do?
Pedagogical Effectiveness	How clearly do your teachers present the information that you need to learn?
Pedagogical Effectiveness	How interesting do your teachers make what you are learning in class?
Pedagogical Effectiveness	How often do your teacher give you feedback that helps you learn?
Pedagogical Effectiveness	When you need extra help, how good are your teachers at giving you that help?
Pedagogical Effectiveness	How comfortable are you asking your teachers questions about what you are learning in class?
Pedagogical Effectiveness	How often have your teachers taught you things that you didn't know before taking their class?
Classroom Environment	On most days, how pleasant or unpleasant is the physical space in your classrooms?
Classroom Environment	How fair or unfair are the rules for the students in your classes?
Classroom Environment	On most days, how pleasant or unpleasant are your teachers' moods?
Classroom Environment	How often do students behave well in your classes?
Expectations and Rigor	How much do your teachers encourage you to do your best?
Expectations and Rigor	When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?
Expectations and Rigor	Overall, how high are your teachers' expectations of you?
Expectations and Rigor	How often do your teachers make you explain your answers?
Expectations and Rigor	How often do your teachers take time to make sure you understand the material?
Student Engagement	How much do you participate in your classes?
Student Engagement	When you are not in class, how often do you talk about ideas from your classes?
Student Engagement	How often do you get so focused on class activities that you lose track of time?
Student Engagement	How excited are you about going to your classes?
Student Engagement	Overall, how interested are you in your classes?
Supportive Relationships	When your teachers asks how you are doing, how often do you feel that they are really interested in your answer?

Supportive Relationships	How interested are your teachers in what you do outside of class?
Supportive Relationships	How interested are your teachers in your career after you finish school?
Supportive Relationships	If you walked into class upset, how concerned would your teachers be?
Supportive Relationships	If you came back to visit class three years from now, how excited would your teacher be to see you?
Supportive Relationships	If you had something on your mind, how carefully would your teachers listen to you?
Sense of Belonging	Overall, how much do you feel like you belong at your school?
Sense of Belonging	At your school, how accepted do you feel by the other students?
Sense of Belonging	How well do people at your school understand you?
Sense of Belonging	How much respect do students in your school show you?
Sense of Belonging	How connected do you feel to the adults at your school?
Sense of Belonging	How much do you matter to others at this school?
Grit	If you have a problem while working towards an important goal, how well can you keep working?
Grit	How often do you stay focused on the same goal for several months at a time?
Grit	When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?
Grit	If you fail to reach an important goal, how likely are you to try again?
Grit	How likely is it that you can motivate yourself to do unpleasant tasks if they will help you accomplish your goals?
Learning Strategies	Before you start working on your schoolwork, how often do you think about the best way to approach the work?
Learning Strategies	How confident are you that you can choose an effective strategy to get your schoolwork done well?
Learning Strategies	How often do you use strategies to learn more effectively?
Learning Strategies	When you get stuck while learning something new, how likely are you to try a different strategy?
Learning Strategies	How often do you check to make sure you understand the material you are learning in class?
Learning Strategies	Overall, how well do your learning strategies help you learn more effectively?
Climate	In my school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping)
Climate	I have seen students being physically hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up)

Climate	There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.
Climate	Students at this school will try to stop students from insulting or making fun of others.
Climate	Students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)
Climate	My Parents/guardians are made to feel welcome at this school.
Climate	The school facilities are clean and well-maintained.

Appendix C

Naugatuck Public School's Rubric for Effective Teaching was adapted from the The Connecticut Common core of Teaching (CCT) Rubric for Effective Teaching 2014. The following rubric has been highlighted to indicate a change in the original CCT language. Areas highlighted in yellow indicate a change in the CCT language. Areas not highlighted contain the 2014 CCT language.

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

Adapted by Naugatuck Public Schools

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

Table of Contents

CCT Rubric for Effective Teaching 2014 Development Committee	1
Introduction (<i>CCT Rubric for Effective Teaching adapted by Naugatuck Public Schools, 2014, Observation Process</i>)	2
AT A GLANCE	3
1: Classroom Environment, Student Engagement and Commitment to Learning	
1a. <i>Creating a positive learning environment</i>	4
1b. <i>Promoting developmentally appropriate standards of behavior</i>	5
1c. <i>Maximizing instructional time</i>	6
2: Planning for Active Learning	
2a. <i>Planning of instructional content</i>	7
2b. <i>Planning instruction to cognitively engage students</i>	8
2c. <i>Selecting appropriate assessment strategies</i>	9
3: Instruction for Active Learning	
3a. <i>Implementing instructional content</i>	10
3b. <i>Leading students to construct meaning and apply new learning</i>	11
3c. <i>Assessing student learning, providing feedback to students and adjustments to instruction</i>	12
4: Professional Responsibilities and Teacher Leadership	
4a. <i>Engaging in continuous professional learning</i>	13
4b. <i>Collaborating to develop and sustain a professional learning environment</i>	14
4c. <i>Working with colleagues, students and families to develop and sustain a positive school climate</i>	15

CCT Rubric for Effective Teaching Committee

Connecticut State Department of Education

Stefan Pryor,
Commissioner

Talent Office

Dr. Sarah Barzee,
Chief Talent Officer

Shannon Marimon,
*Division Director,
Educator Effectiveness and
Professional Learning*

Academic Office

Dr. Dianna Roberge-Wentzell,
Chief Academic Officer

Ellen Cohn,
*Division Director,
Academic Office*

CCT Rubric for Effective Teaching Committee Members

Project Manager

Claudine Primack,
*Education Consultant,
Educator Effectiveness
and Professional Learning,
CSDE*

Facilitators

Dr. Sandy Greenberg,
*Professional Examination
Services*

Pat Muenzen,
*Professional Examination
Services*

Committee Members/Contributing Authors:

Roxanne Augelli, *Waterbury*

Diane Ayer, *Lebanon*

Michelle Cirillo, *Ellington*

Teresa Debrito, *Region 12*

Vicki DeLeo, *Bolton*

Michael DiCicco, *Mansfield*

Sandra Dunnack, *Chaplin*

Kevin Egan, *Waterbury*

Kim Gallo, *Region 12*

Eileen Howley, *LEARN*

Kathleen Koljian,
Windham (AFT)

Dave Levenduski, *Meriden*

Tom Lindenmuth,
South Windsor (CEA)

Katherine Lopez, *Meriden*

Pat Michaels, *CES/
Western CT State University*

Steven Murphy, *Stonington*

Carly Quiros,
Education Connection

Darren Schwartz,
Waterbury

Linda Skoglund,
New Britain (AFT)

Patti Fusco,
West Haven (AFT)

Everett Lyons, *CAS*

Mike Galuzzo, *CAS*

CSDE Consultants/Contributing Authors:

Georgette Nemr,
*Professional Standards
and Certification*

Kim Wachtelhausen,
*Educator Effectiveness and
Professional Learning and
TEAM Program Manager*

Rhonda Kempton,
Special Education

Scott Shuler,
Academic Office, Music

Charlene Tate-Nichols,
Academic Office, Math

Joe DiGarbo,
*Academic Office,
Assessment*

Jennifer Webb,
*Academic Office,
English Language Arts*

William Howe,
*Academic Office,
Culturally-Responsive
Education and Multi-cultural
Education*

Other Contributors:

Duffy Miller,
TeachingLearningSolutions

Michele O'Neil,
*Connecticut Education
Association (CEA)*

Adapted by Naugatuck Public School's Revision Committee

Introduction

Observation Process

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 5 school days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs.

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

Formal In-Class Observations: last at least 15 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class Observations: last at least 15 minutes and are followed by written and verbal feedback.

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

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

- A. Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
 - For teachers in years 1-2**
- B. Observation:** Observers will collect evidence mostly for Domains 1 and 3 during the in-class observation.
- C. Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/ practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis:** The evaluator analyzes the evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2014* adapted by Naugatuck Public Schools
- E. Feedback:** The evaluator will connect evidence to the appropriate indicator within the domains and provide feedback to the teacher.

Evidence Generally Collected Through In-Class Observations

Domain 1 Classroom Environment, Student Engagement and Commitment to Learning

1

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

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

Domain 3 Instruction for Active Learning

3

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

- 3a. Implementing instructional content for learning.
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

2

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

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

Domain 4 Professional Responsibilities and Teacher Leadership

4

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

- 4a. Engaging in continuous professional learning to impact instruction and student learning.
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Interactions between students are consistently positive and respectful. Students appropriately correct one another, when necessary.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

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

² **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities (IEP, 504), talented/gifted students, and English Language Learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic and environment on the learning needs of students.

³ **Student Diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious 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:

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

Below Standard

Developing

Effective

Exemplary

Attributes

In addition to the characteristics of **Proficient**, including one or more of the following:

Communicating, reinforcing and maintaining appropriate standards of behavior

Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.

Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.

Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.

Student behavior is completely appropriate.
OR
Teacher seamlessly responds to misbehavior without any loss of instructional time.

Promoting social competence⁴ and responsible behavior

Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.

Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.

When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.

Students take an active role in maintaining high standards of behaviors.
OR
Students are encouraged to independently use proactive strategies⁵ and social skills and take responsibility for their actions.

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

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

1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

Below Standard

Developing

Effective

Exemplary

Attributes

Routines and transitions appropriate to needs of students

Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.

Inconsistently establishes routines and transitions, resulting in some loss of instructional time.

Establishes routines and transitions resulting in maximized instructional time.

Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

*In addition to the characteristics of **Proficient**, including one or more of the following:*

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

2: Planning for Active Learning

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

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs¹⁰	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹¹	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.

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

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

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

¹⁰ **Data:** Includes information about student readiness to learn as determined by (but not limited to) tests, quizzes, entrance/exit slips, Think/Pair/Share, warm-ups, etc.

¹¹ **Literacy strategies:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning. 62

2: Planning for Active Learning

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse¹² or inquiry-based learning¹³ and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources¹⁴ and flexible groupings¹⁵ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

12 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.

13 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.

14 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.

15 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:

Indicator 2c | Selecting appropriate assessment strategies¹⁶ to monitor student progress.

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

¹⁶ **Assessment strategies** are used to evaluate student learning during and after instruction.

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

3: Instruction for Active Learning

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

Indicator 3a | Implementing instructional content¹⁷ for learning.

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁸	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

Text in RED reflects Common Core State Standards connections.

¹⁷ **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁸ **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning. Academic vocabulary is specific vocabulary necessary to understand the content.

3: Instruction for Active Learning

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

Indicator 3b

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated strategies, (e.g. 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 resources¹⁹ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

¹⁹ *Instruct onal resources:* Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and

3: Instruction for Active Learning

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback²⁰ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments²¹	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

²⁰ **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.

²¹ **Instruct onal 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:

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

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

4: Professional Responsibilities and Teacher Leadership

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

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

Below Standard

Developing

Effective

Exemplary

Attributes

In addition to the characteristics of Proficient, including one or more of the following:

Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards. ²²	Acts in accordance with ethical codes of conduct and professional standards. ²²	Supports colleagues in exploring and making ethical decisions and adhering to professional standards. ²²	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

²² **Professional Standards:** Reference the CT Code of Professional Responsibilities for Educators.

4: Professional Responsibilities and Teacher Leadership

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

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

	Below Standard	Developing	Effective	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Professional communications²³	Demonstrates lack of respect for context when communicating with students and families OR demonstrates bias and/or negativity in the community.	Communicates with families and the community in a professional manner.	Consistently communicates with families and the community in a professionally responsive manner.	Proactively seeks feedback and improves professional communications with families and the community.

²³ **Professional communications:** Designing intentional and purposeful communications with knowledge and sensitivity to diverse cultures and contexts that ensure meaningful understanding between home and school.

Appendix D

State Law, CSDE Guidelines & CCT Alignment

The *NPS Teacher Professional Growth and Evaluation Plan* was developed in accordance with CT SB 458 and based upon the guidelines set forth by the Connecticut Performance Evaluation Advisory Council (PEAC).

- Connecticut SB 458 can be accessed at the following website:
www.cga.ct.gov/2012/TOB/S/2012SB-00458-R00-SB.htm
- The State guidelines can be accessed at the following website:
http://www.connecticutseed.org/?page_id=475

The *Naugatuck Teacher Professional Growth and Evaluation Plan* is also aligned to the Connecticut Common Core of Teaching (CCT).

- The CCT can be accessed at the following website:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862>

CSDE Guidelines/Core Requirements

In accordance with the PEAC established guidelines, CSDE has generated the following rubric to assist districts in the creation of aligned plans. The Rubric that follows was used in design and review of the NPS Professional Educator Growth and Evaluation Manual

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. The principal/designee collects evidence about teacher practice to support the review.</p>	<p>relevant to gather/review. There may also be reference to where this information can be found.</p> <p>Includes guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
Mid-Year Check-In	<p>The mid-year check-in is not mentioned or addressed.</p>	<p>There is mention of a mid-year check-in but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>The Mid-Year Check-In is specifically addressed as a required step.</p> <p>Opportunity is provided for evaluators and teachers to review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators.</p> <p>This review allows for revisions to the strategies or approach being used and a mutually agreed upon adjustment of student learning goals.</p>	<p>Includes ongoing guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
End-of-Year Conference	<p>The end-of-year conference is not mentioned or addressed.</p>	<p>There is mention of an end-of-year review, but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>And/or there is no mention of the teacher</p>	<p>Both the teacher self-assessment and the end-of-year summative review are addressed as required steps.</p> <p>Opportunity is provided for both a teacher self-reflection and a final summative discussion between the teacher and evaluator.</p> <p>The teacher will collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator. The teacher and evaluator have opportunity to discuss the extent to which</p>	<p>Includes an opportunity to reflect on the overall professional growth trajectory during the course of the year and to look ahead to professional learning needs for the future.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>self-assessment.</p> <p>Does not apply to all teachers.</p>	<p>students met the learning goals/objectives.</p> <p>Following the conference, the evaluator rates the teacher based on criteria for 4 levels of performance.</p> <p>Note: If state test data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15th when state test data are available.</p>	
4-Level Matrix Rating System	No mention of a rating system as applied to the summative review.	Rating system is provided but it does not fully align to the guidelines (as outlined under the “Meets” rating).	<p>Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing, and Below Standard.</p> <p>Determination of summative rating aligns with guidelines, including:</p> <ol style="list-style-type: none"> 1. Rating in each of four categories 2. Determination of an “outcomes” rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator and/or student feedback rating (5%). 3. Determination of a “practice” rating composed of the performance and practice rating (40%) and the peer or parent feedback rating (10%). 4. Combine outcomes rating and practice rating into a final rating 	Matrix rating system is accompanied by a comprehensive key for use of the rating system.

Feedback on Evaluation Process:

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Category 1- 45% Student Outcomes/Achievement

Attainment of goals and/or objectives for student growth using **multiple indicators** of academic growth and development to measure the goals/objectives

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
Goal-Setting Process	No mention of what will be discussed/accomplished during the goal-setting process as applicable to student growth and development.	Some mention of what will be discussed during the goal-setting process, but a targeted goal of 1 to 4 objectives is not clear and/or there is no reference to Indicators of Academic Growth and Development (IAGDs).	<p>During the goal-setting meeting, at least 1, but no more than 4 goals/objectives for student growth are determined and Indicators of Academic Growth and Development (IAGDs) are established for each goal.</p> <p>It is evident that the process allows for all IAGDs to be mutually agreed-upon by the teacher and their evaluator and an agreement on the balance of weighting standardized and non-standardized indicators for the 45% component.</p>	
Indicators of Academic Growth and Development (IAGDs)	There is no reference to IAGDs.	<p>IAGDs are referenced, however, it is unclear or confusing what can be used as an IAGD.</p> <p>The standardized IAGD(s) account for less than 22.5% of the final summative rating in any instance where they are available.</p>	One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met are based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (e.g. CMT, CAPT, etc.).	A comprehensive list of examples of what can be used as a standardized/non-standardized IAGD is provided within the proposal and as part of the orientation for teachers.

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>May also include a maximum of one additional standardized indicator, if there is mutual agreement.</p> <p>A minimum of 1 non-standardized indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).</p> <p>These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.</p>	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Feedback for Category 1:

Category 2- 40% Teacher Performance and Practice
Observation of teacher practice and performance

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
Observation Protocol	No mention of the observation requirement.	<p>Mention of the observation requirement, however the number of observations is inconsistent with the guidelines (by grouping of teachers, formal vs. informal, etc).</p> <p>There is no mention of</p>	Observation model is standards-based and involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations.	<p>Full explanation on how observations should be conducted, rated and debriefed.</p> <p>Rationale provided for why a particular framework was selected.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>expectations for feedback.</p> <p>Observation model is not standards-based.</p>	<p>Constructive oral and written feedback of observations is provided in a useful and timely manner.</p> <p>Minimum criteria:</p> <p>Year 1 and 2 teachers receive at least 3 formal in-class observations. Two of 3 include pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of below standard or developing receive a number of observation appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of proficient or exemplary receive a combination of at least 3 formal observations of practice, 1 of which must be formal in-class; to be agreed upon by teacher and evaluator. Examples of non-classroom observations or</p>	<p>Goes beyond the minimum criteria for differentiating observations based on experience, prior ratings, needs, and goals.</p>
--	--	------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.</p> <p>All evaluators are expected to provide timely written and verbal feedback for all observations.</p>	
Rubric	No mention of a rubric or process for reviewing observations.	Mention of a rubric and general guidelines, but actual rubric is not included, is unclear and/or does not include 4 performance levels.	<p>Observations will be rated using a rubric across 4 performance levels.</p> <p>Rubric should be included.</p>	Full rationale for why a certain rubric was selected and how it will be used throughout the evaluation process.
Norming/Calibration	No mention of an opportunity for training and calibrating evaluators on the observation model.	Minimal mention of training and calibration, but no clear plan articulated.	<p>District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>There is a mechanism in place for assessing individual evaluator proficiency on an on-going basis. There should also be a plan in place for those who do not demonstrate proficiency within a specified period of time.</p>	<p>District clearly outlines how it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>As well, district defines mechanism for assessing evaluator proficiency on an ongoing basis.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback for Category 2:

Category 3- 10% Parent OR Peer Feedback

Parent or peer feedback including surveys

Select which one applies to this proposal:

!!Parent Feedback OR

!!Peer Feedback

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
<p>General survey Protocol (as applicable) and Final Ratings System</p>	<p>Neither Parent or Peer Feedback is addressed within the proposal.</p>	<p>Parent and/or Peer Feedback is referenced, but it is unclear which feedback is being incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>Survey used to capture Parent or Peer Feedback is anonymous and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Clear explanation of how the parent or peer feedback will be captured, reviewed and summarized.</p> <p>For parent surveys, ratings are based on one of two options:</p>	<p>Innovative use of approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>– a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>The parent or peer feedback rating is across four performance levels.</p>	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Feedback for Category 3:

Category 4- 5% Whole-School Student Learning OR Student Feedback

Whole-school student learning indicators or student feedback

Select which one applies to this proposal:

!!Whole-School Student Learning OR

!!Student Feedback!

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
<i>(as applicable)</i> Selection of Whole-School Learning Indicators	Neither Whole-School Student Learning indicator and/or Student Feedback are addressed in the proposal.	Whole-School Student Learning indicator and/or Student Feedback are referenced, but it is unclear which feedback is being	For districts using the Whole-School Student Learning indicator, ratings are represented by the aggregate rating for multiple student	Full explanation of rationale for how Whole-School Student Learning Indicator was selected/why?

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

<p><i>AND/OR</i></p> <p><i>(as applicable)</i> Student Survey Protocol</p>		<p>incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>learning indicators established for the administrator’s evaluation rating.</p> <p>Survey is anonymous, and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Surveys use age and grade-level appropriate language and administration protocol must be administered to each student</p> <p>Results from surveys addressed by teachers align with student learning goals.</p> <p>For whole-school student surveys, ratings are based on one of two options:</p> <ul style="list-style-type: none"> – a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by 	<p>Innovative use of approaches such as focus groups, interviews, or teachers’ own surveys may be used to collect information from students.</p>
----------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>Either the Whole-School Student Learning Indicator OR the student feedback rating shall be among 4 performance levels.</p>	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Feedback for Category 4:

Other Required Items:

Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Definition of Effectiveness and Ineffectiveness	There is no definition of effectiveness and ineffectiveness provided.	Definitions of effectiveness and ineffectiveness are provided, but are unclear, inconsistent and/or do not utilize a pattern of summative ratings derived from the new evaluation system.	District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.	
Evaluation-Based Professional Learning	There is no mention of evaluation-based professional learning.	There is vague or incomplete mention of evaluation-based professional learning.	District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals’ needs that are	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback.	
Career Development and Professional Growth	There is no mention of career development and professional growth.	There is vague or incomplete mention of career development and professional growth and/or it is not linked to the evaluation process.	District provides opportunities for career development and professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways.	
Individual Teacher Improvement and Remediation Plans	There is no mention of individual teacher improvement and remediation plans.	There is vague or incomplete mention of individual teacher improvement and remediation plans.	District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback on Other Core Requirements:

Final Summary:

Section	Overall rating	Comments
Evaluation Process:		
Category 1- Student Outcomes:		
Category 2- Teacher Performance and Practice:		
Category 3- Parent or Peer Feedback:		
Category 4- Whole-School Student Learning or Student Feedback:		
Other:		

!

- Approved- meets guidelines**
- Not Approved- does not meet guidelines, must be resubmitted for review by: _____**

Appendix E

Glossary of Terms

Administrator/Leader/Supervisor/Evaluator: Those individuals in positions requiring an administrative certification, including, but not limited to principals.

Authentic Assessment: A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Authentic Discourse: Students are given the opportunity to participate in accountable talk with the teacher and with each other. Students have an opportunity to make sense of their own learning through discussion. <http://www.cse.ucla.edu/products/reports/r670.pdf> and <http://www.cse.ucla.edu/products/reports/r670.pdf>

Beginning of Year Conference (BYC): The annual evaluation process between a teacher and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and teacher must complete at least one Beginning-of-Year Conference (BYC) at which they set the teacher's goals and objectives for the year.

Consistently: Constantly adhering to the same principles.

Culturally Responsive Pedagogy: Culturally responsive pedagogy is grounded in the belief that culturally and linguistically diverse students can excel in academic endeavors. In culturally responsive classrooms, effective teaching and learning occur in a culturally-supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

End-of-Year Conference (EYC): The annual evaluation process between a teacher and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur in May or June but no later than June 30th. During the End-of-Year Conference (EYC), the teacher will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the teacher's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Discourse: Discourse is defined as the purposeful interaction between and among teachers 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.

Frequently: Often, many times.

Global Curiosity: Encouraging students to explore issues that affect them and are affected by them, as well as the interdependent relationships within the world.

Gradual Release of Responsibility Model: This instructional model requires that the teacher, by design, transition from assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility. This gradual release may occur over a day, a week, or a semester. Stated another way, the gradual release of responsibility emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise. This gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement, reading comprehension, and literacy outcomes for English language learners.

IAGD: An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.

Inconsistently: Not constant in principles or conduct.

Instructional Strategies: Teachers will use methods that are research-based to show proven gains in student achievement. Such strategies can include, but are not limited to, Marzano's effective teaching strategies (identifying similarities and differences, summarizing and note-taking, nonlinguistic representation, feedback, cooperative learning, generating and testing hypotheses, advanced organizers, and nonfiction writing).

[http://www.ntuaft.com/TISE/Research-](http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/marzos%209%20strategies.pdf)

[Based%20Instructional%20Strategies/marzos%209%20strategies.pdf](http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/marzos%209%20strategies.pdf) as well as Antonetti's engagement practices (audience, novelty, choice, personal response, and authenticity).

<http://www.slideshare.net/jbadger/engagement-1435950>.

Inquiry-Based Learning: 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, 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.

Leadership: Naugatuck Public Schools recognize that leadership is not just achieved through an appointed position, but is inclusive of individuals who take initiative and show leadership acumen within the school or community.

Mid-Year Conference (MYC): The annual evaluation process between a teacher and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and teacher must complete at least one Mid-Year Conference (MYC) at which they review progress on the teacher's goals and objectives to date. The Mid-Year Conference (MYC) is an important point in the year for addressing concerns,

reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Rubric* for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revise goals and/or objectives.

Multi-leveled opportunities: Teachers will provide students with instruction and performance opportunities at the various levels of Webb’s Depth of Knowledge.

<http://my-ecoach.com/project.php?id=9812>

Parental/Guardian Communication: Teacher makes an effort to convey information on instruction and student progress by any means available to the family which may include, but is not limited to, phone calls, emails, websites, blogs, text message, etc.

Pre-Conference: A pre-conference precedes a formal observation or review or practice and allows the teacher to provide the context for the lesson/practice session and information about the students to be observed. It is also an opportunity for the evaluator to set expectations for the observation process.

Post Conference: A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the *NPS adapted CCT Rubric for Effective Teaching* and for generating action steps that will lead to the teacher’s improvement.

Rigor/Rigorous Learning: Rigorous learning stretches students beyond their “comfort zone,” focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings.

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

SLO: A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. Teacher SLOs contain three component parts: Broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of Academic Growth and Development (IAGD) which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.

SMART Goal: At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.

- Goals should be SMART:
S=Specific and Strategic
M=Measurable
A=Aligned and Attainable

NAUGATUCK PUBLIC SCHOOLS

380 CHURCH STREET | NAUGATUCK, CT 06770 | 203.720.5265

Naugatuck Public Schools Rubric for the Effective Service Delivery

Adapted from the 2014 Connecticut Rubric for Effective Service Delivery

The Naugatuck Public Schools
2015-2016 Rubric for Effective Provision of Related Services

<u>Area</u>	<u>Below Standard</u>	<u>Developing</u>	<u>Effective</u>	<u>Exemplary</u>
<p><u>Domain 1:</u> Environment, Student Engagement and Commitment to Learning</p>				
<p>1a. Creating a supportive environment that is responsible and respectful of the social, emotional, behavioral, and academic learning needs of all students.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Rapport and positive social interactions • Respect for student diversity 	<p>Interactions between specialist and students are negative or disrespectful and/or the specialist does not promote positive social interactions among students</p> <p>Does not establish an environment that is respectful of students' cultural, social, and/or developmental differences and/or the specialist does not address disrespectful behavior</p>	<p>Interactions between specialist and students are generally positive and respectful and/or the specialist inconsistently makes attempts to promote positive social interactions among students</p> <p>Establishes an environment that is inconsistently respectful of students' cultural, social, and/or developmental differences</p>	<p>Interactions between specialist and students are consistently positive and respectful and the specialist regularly promotes positive social interactions among students</p> <p>Maintains an environment that is consistently respectful of all students' cultural, social, and/or developmental differences</p>	<p>Interactions between students are consistently positive and respectful. Students are empowered to initiate positive interactions</p> <p>Acknowledges and incorporates students' cultural, social, and developmental diversity to enrich opportunities</p>

<ul style="list-style-type: none"> Communicating and reinforcing appropriate standards of behavior Promoting social competence, responsible behavior, and high expectations for student learning 	<p>Demonstrates little to no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student progress</p> <p>Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student progress</p> <p>Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student progress</p> <p>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>	<p>Specialist proactively addresses student behavior with little or no interference in student progress.</p> <p>Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions</p>
<p>1b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes:</p> <ul style="list-style-type: none"> Student engagement/re-engagement Shared responsibility for positive student interaction 	<p>Some students are consistently not engaged and few attempts are made to re-engage them</p> <p>Creating an environment in which student(s) are reluctant to participate or interact with staff and other student(s)</p>	<p>Demonstrating developing strategies to engage and re-engage students</p> <p>Creating a safe environment in which student(s) minimally participate and/or interact positively with each other</p>	<p>Demonstrating strategies to engage and re-engage students</p> <p>Creating a safe environment in which student(s) are willing to participate, interact positively with each other</p>	<p>In addition to the characteristics of effective; Student(s) contribute to a positive environment, actively participate, and interact appropriately as determined by individual needs</p>

<p>1c. Promoting efficient routines and transitions to maximize service delivery (e. g., transitional behavior plan; school to career; transition from classroom to service delivery room).</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students. 	<p>Loses significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials</p>	<p>Loses some service delivery time by ineffectively managing routines, transitions, or accessing resources or materials</p>	<p>Effectively delivers services by managing routines, transitions, or accessing resources or materials</p>	<p><i>In addition to the characteristics of effective:</i></p> <p>Maximizes service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Area</u>	<u>Below Standard</u>	<u>Developing</u>	<u>Effective</u>	<u>Exemplary</u>
Domain 2: Program Management and Assessment				
<p>2a. Planning, coordinating, and implementing a program consistent with area-specific guidelines, policies, and procedures.</p> <p>Attributes</p> <ul style="list-style-type: none"> Developing, organizing, and maintaining program and student records in accordance with Special Education laws, General Education laws, district policies and procedures 	Does not complete records and reports in a timely, accurate and/or thorough manner	Records and reports show inconsistency in timelines accuracy and/or thoroughness	Maintains student/program records that are timely, accurate and thorough.	Shares expertise in managing records and submitting reports in accordance with law, policies and guidelines with others (provides model reports and peer support)
<p>2b. Planning, selecting and administering assessment tools or other instruments and prevention/intervention strategies to meet student needs</p> <p>Attributes</p> <ul style="list-style-type: none"> Assessing and documenting attainment toward programs objectives Identifying appropriate assessments or other instruments based on student(s) needs 	<p>Does not assess and/or complete necessary documentation of program objectives</p> <p>Does not utilize appropriate instruments to assess the student's needs</p>	<p>Maintains a record of program objectives completion but documentation is weak or incomplete</p> <p>The specialist uses minimal assessment information/measures or other instruments</p>	<p>Assesses and documents attainment of program objectives</p> <p>Uses an appropriate variety of assessment/information measures or other instruments</p>	<p>Provides both statistical and anecdotal evidence of successful objective completion</p> <p>Utilizes an extensive and useful variety of assessments and informational measures or other instruments</p>

<ul style="list-style-type: none"> Administering, scoring, evaluating, and/or interpreting area-specific data from instruments or records 	<p>Does not appropriately or accurately interpret data from instruments and fails to seek assistance in doing so</p>	<p>Requires assistance with instruments or data interpretation when needed</p>	<p>Demonstrates proficiency in selecting, administering, and analyzing data from instruments and/or records</p>	<p>Is adept at selecting and administering and analyzing data from instruments and/or records and serves as a resource to others to build their capacity</p>
<p>2c. Collaborating, analyzing, interpreting, and communicating data/results</p> <p>Attributes</p> <ul style="list-style-type: none"> Selecting prevention/intervention strategies to monitor ongoing student(s) progress Using assessment information for decision making Communicating conclusions drawn from assessment results with students, families, and colleagues 	<p>Selects ineffective strategies for monitoring the needs and progress of students</p> <p>Makes decisions based heavily on perception with little or no consideration for assessment data</p> <p>The specialist fails to communicate evaluation information appropriately to the students, families and colleagues</p>	<p>Selects strategies that identify general support for needs of student</p> <p>Uses minimal assessment information for decision making</p> <p>The specialist communicates limited evaluation information to students, families and colleagues</p>	<p>Selects or designs targeted strategies that identify, monitor and support student progress</p> <p>Uses assessment information and data for appropriate decision making</p> <p>The specialist regularly provides current and up to date evaluation information to students, families and colleagues</p>	<p>Selects and designs targeted strategies that consistently identify, monitor, and support student progress</p> <p>Assess students, seeks additional information, and makes well informed decisions regarding the program or evaluation of the program</p> <p>The specialist provides thorough and comprehensive evaluation information to students, families and colleagues</p>

<u>Area</u>	<u>Below Standard</u>	<u>Developing</u>	<u>Effective</u>	<u>Exemplary</u>
Domain 3: Direct Services/Instruction				
<p>3a. Demonstrating knowledge of best practices in specialty area</p> <p>Attributes</p> <ul style="list-style-type: none"> • Demonstrating flexibility and responsiveness • Monitoring and adjusting services to enhance student performance 	<p>Does not clearly demonstrate flexibility.</p> <p>Does not monitor or adjust for student enhanced performance</p>	<p>Occasionally demonstrates flexibility and responsiveness to students performance</p> <p>Monitors student performance</p>	<p>Demonstrates flexibility and responsiveness to students performance and sets a specific purpose for instruction which demonstrates comprehensive knowledge consistent to the profession.</p> <p>Monitors and adjusts for student performance.</p>	<p>Consistently demonstrates flexibility and responsiveness to students and sets a specific purpose for instruction which demonstrates comprehensive knowledge consistent to the profession.</p> <p>Monitors and adjusts while clearly and consistently communicating performance expectations.</p>

<p>3b. Providing intervention or instruction that promotes student learning and development</p> <p>Attributes</p> <ul style="list-style-type: none"> Aligning service delivery with developmental expectations Aligning intervention activities with instructional objectives Providing feedback to students to improve their performance 	<p>Student services do not meet developmental expectations</p> <p>Student services and expectations do not align with meaningful learning activities.</p> <p>Does not provide feedback to student</p>	<p>Uses resources and groupings that minimally engage students in new learning.</p> <p>Activities partially align to instructional objectives</p> <p>Some feedback is provided to students</p>	<p>Uses resources and flexible groupings that engage students in new learning.</p> <p>Activities are clear and meaningful based on objectives.</p> <p>Provides feedback that is accurate to students.</p>	<p>Provides activities that promote student participation in flexible groups</p> <p>Activities are clear and directly aligned to student centered objectives.</p> <p>Provides individualized descriptive feedback to identify growth and learning</p>
<p>3c. Seeking and selecting resources and materials compatible with student needs</p> <p>Attributes</p> <ul style="list-style-type: none"> As appropriate to specialty area, resources and materials are identified and maintained to meet the needs of students 	<p>Does not plan out appropriate resources or materials that support student needs.</p>	<p>Inconsistently identifies, selects and uses resources compatible with student needs</p>	<p>Seeks, selects uses resources compatible with student needs</p>	<p>Seeks, selects and if necessary, develops resources compatible with student needs.</p>

<u>Area</u>	<u>Below Standard</u>	<u>Developing</u>	<u>Effective</u>	<u>Exemplary</u>
<u>Domain 4:</u> Professional Responsibilities				
<p>4a. Engaging in continuous professional learning to stay current with new and emerging best practices that impact student performance</p> <p>Attributes:</p> <ul style="list-style-type: none"> Engaging in self-evaluation/reflection to impact student performance 	Insufficiently reflects on/ analyzes practice and impact on student performance.	Self-evaluates and reflects on practice and impact on student performance, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student performance, identifies areas for improvement, and takes actions 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"> Responding to feedback 	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Accepts feedback and makes necessary changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
<ul style="list-style-type: none"> Professional learning 	Attends required professional learning opportunities but resists participating	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

<p>4b: Collaborating to develop and sustain a professional learning environment to support student performance</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Collaboration with colleagues 	<p>Attends required meetings to review data but does not use data to adjust services delivery practices.</p>	<p>Participates minimally with colleagues to analyze data and uses results to make minor adjustments to service delivery practices.</p>	<p>Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts service delivery to improve student performance.</p>	<p>Supports and assists colleagues in gathering, synthesizing, and analyzing data to adapt planning and service delivery practices that support professional growth and student performance.</p>
<ul style="list-style-type: none"> • Contribution to professional learning environment 	<p>Disregards ethical codes of conduct and professional standards.</p>	<p>Acts in accordance with ethical codes of conduct and professional standards.</p>	<p>Supports colleagues in exploring and making ethical decisions and adhering to professional standards.</p>	<p>Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.</p>
<ul style="list-style-type: none"> • Ethical use of technology 	<p>Disregards established rules and policies in accessing and using information and technology in a safe, legal, and ethical manner.</p>	<p>Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p>	<p>Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.</p>	<p>Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.</p>

<p>4c.: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student performance</p> <p>Attributes:</p> <ul style="list-style-type: none"> Engages in activities that promote positive school climate 	<p>Does not contribute to a positive school climate.</p>	<p>Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.</p>	<p>Engages with colleagues, students and families in developing and sustaining a positive school climate.</p>	<p>Leads efforts to improve and strengthen the school climate.</p>
<ul style="list-style-type: none"> Family and community engagement 	<p>Limits communication with families about student academic, behavioral, social, and/or emotional performance to required reports and conferences.</p>	<p>Communicates with families about student academic, behavioral, social, and/or emotional performance through required reports and conferences, and makes some attempts to build relationships through additional communications.</p>	<p>Communicates frequently and proactively with families about expectations and student academic, behavioral, social, and/or emotional performance, and develops positive relationships with families to promote student success.</p>	<p>Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's academic, behavioral, social, and/or emotional performance, and seeks input from families and communities to support student growth and development.</p>
<ul style="list-style-type: none"> Professional communications 	<p>Demonstrates lack of respect for context when communicating with students and families, OR demonstrates bias and/or negativity in the community.</p>	<p>Communicates with families and the community in a professional manner.</p>	<p>Consistently communicates with families and the community in a professionally responsive manner.</p>	<p>Proactively seeks feedback and improves professional communications with families and the community.</p>

Naugatuck Public Schools

Administrator Growth and

Evaluation Plan

2015-2016

Instructional Leadership Inquiry Cycle

The Connecticut State Department of Education, through its LEAD Connecticut initiative and in collaboration with the Connecticut Association of Public School Superintendents, the Connecticut Association of Schools, the Connecticut Center for School Change, and representatives from the following school districts, convened to develop resources and materials in support of Connecticut's System of Administrator Evaluation and Support and in alignment with the Guidelines for Educator Evaluation: Middletown, Milford, Naugatuck, New Hartford, Regional School District # 4, Stratford and Vernon.

Naugatuck Public Schools Administrator Professional Development and Evaluation Committee

Sharon Locke
Superintendent of Schools

Christopher Montini
Assistant Superintendent of Schools

Johnna Hunt
Principal, Hillside Intermediate School

Eileen Mezzo
Associate Principal, Naugatuck High School



Table of Contents

Introduction	4
Administrator Evaluation and Development	5
Purpose and Rationale	5
System Overview	6
Administrator Evaluation and Support Framework	6
Process and Timeline	6
Annual Evaluation Cycle	8
Orientation to the Evaluation Process	8
Goal-Setting Conference	8
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing	14
Support and Development	15
Evaluation-Informed Professional Learning	15
Improvement and Remediation Plans	16
Career Development and Growth	16
Leadership Practice Related Indicators	16
Component #1: Observation of Leadership Practice (40%)	17
Component #2: Stakeholder Feedback (10%)	20
Student Outcomes Related Indicators	21
Component #3: Student Learning (45%)	21
Locally-Determined Measures (Student Learning Objectives)	23
Component #4: Teacher Effectiveness Outcomes (5%)	26
Summative Administrator Evaluation Rating	27
Summative Scoring:	27
Determining Summative Ratings	27
Adjustment of Summative Rating:	30
Definition of Effectiveness and Ineffectiveness	30
Dispute-Resolution Process	30
Appendices	31

Introduction

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator whose position requires an 092 certification. This plan details the process to be followed to both evaluate administrators and, at the same time, provide a system which supports professional growth to maximize the effectiveness of each administrator.

The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners. The system clearly defines effective practice, encourages the exchange of fair and accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

The Connecticut State Department of Education (CSDE) is committed to developing and supporting Connecticut's educator workforce. To meet this goal, the CSDE, in partnership with local and regional school districts and other stakeholder groups, aims to create a comprehensive approach to human capital development and talent management which entails preparing, recruiting, hiring, supporting, developing and retaining the best educators to serve in Connecticut's classrooms and schools.

Excellent schools begin with great teachers and school leaders. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factors in student learning, and effective leadership is an essential component of any successful school.

In an effort to ensure that administrator evaluation provides opportunities for administrators to grow and improve their leadership practice, the leadership teams from seven Connecticut school districts partnered with the Center for Educational Leadership (CEL) from the University of Washington's College of Education to develop a locally-determined plan for administrators as a potential alternative to Connecticut's State Model, Connecticut's System of Educator Evaluation and Development (SEED). The plan includes the implementation of multiple Instructional Leadership Inquiry Cycles over the course of a year. The Instructional Leadership Inquiry Cycles promote growth in the context of improving both student learning and teacher practice.

Educator evaluation is a critical component of this approach and contributes to the improvement of individual and collective practice. A high-quality system of educator evaluation and support is necessary to inform the individualized professional learning and support that all educators require across the continuum of their careers. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Administrator Evaluation and Development

Purpose and Rationale

The Naugatuck Administrator Development and Support Plan 2015 – 2016 using the **Instructional Leadership Inquiry Cycle** outlines our model for the evaluation of school and school district administrators. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes as well as the growth of *Proficient* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice as defined by the Common Core of Leading;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶ when available;
- Meeting and making progress on 2 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

System Overview

Administrator Evaluation and Support Framework

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

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

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

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

Process and Timeline

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

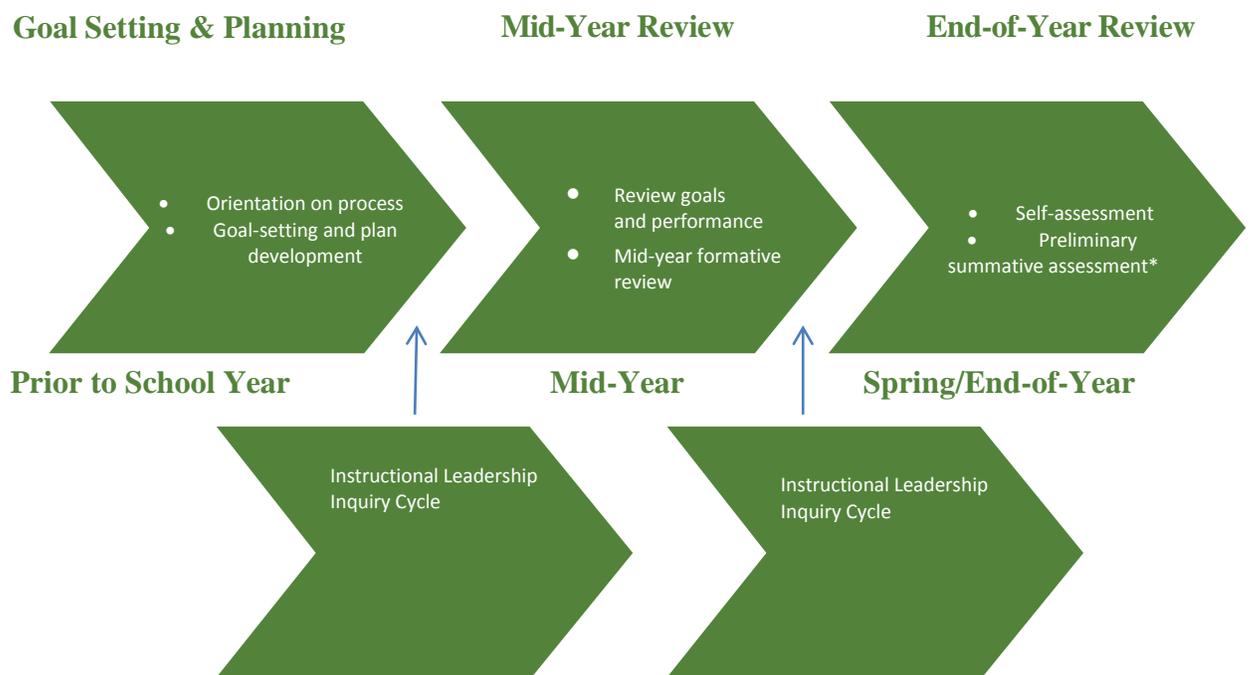
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback;
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps; and,
3. That the administrator and evaluator engage in interactive inquiry cycles which focuses on the growth of the administrator as a leader. Each administrator participates in the evaluation process as a **Cycle of**

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

Within the annual cycle of evaluation are a minimum of two **Instructional Leadership Inquiry Cycles**. The Inquiry Cycles promote the continuous growth of the administrator. Each Inquiry Cycle consists of four phases: I - Analyze Evidence to Develop Problems of Practice, II - Determine an Area of Focus, III - Implement and Support, and IV - Analyze Impact.

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

Figure 1: This is a typical timeframe which includes two Instructional Leadership Inquiry Cycles, one in the fall and one in the spring:



* Summative assessment completed by June 30, included in end-of-year data reported to CSDE. Summative rating may be adjusted and finalized by September 15

Annual Evaluation Cycle

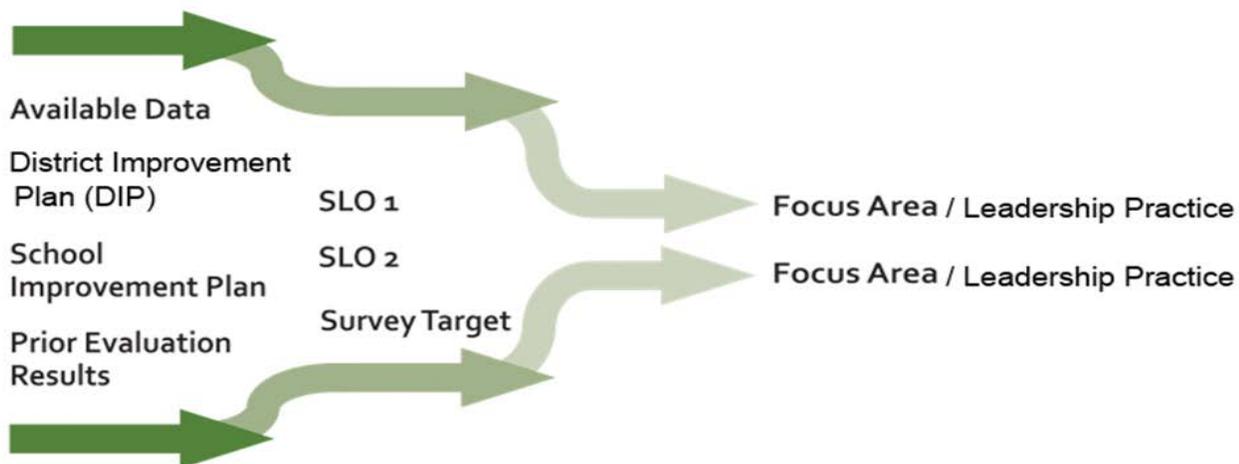
Orientation to the Evaluation Process

To begin the process, the superintendent or designee provides the administrator with a copy of the evaluation plan and materials outlining the evaluation process, including the Administrator Professional Practice Rubric, tools to be used to gather feedback from staff, families, and/or students, the process and calculation by which all evaluation elements will be integrated into an overall rating.

Goal-Setting Conference

Before the school year starts, the superintendent or designee and administrator meet to discuss information relevant to the evaluation process, and agree on the specific measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator also identify focus areas for development of administrator practice aligned to the Connecticut School Leadership Standards. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in meeting the performance targets.

As each Instructional Leadership Inquiry Cycle begins, the administrator and evaluator will revisit the goals developed at the goal-setting conference to mutually determine whether to continue with the same goals during the next Instructional Leadership Inquiry Cycle or to mutually agree on modifications.



Implementation and Evidence Collection Plan

Throughout the course of the year, the administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review through the Instructional Leadership Inquiry Cycle.

1. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school or the profession, or who have received rating of developing or below standard.
2. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

Instructional Leadership Inquiry Cycle (minimum of one cycle)

Mid-Year Formative Review

The superintendent or designee and administrator 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. This step in the process will take place at mid-point of the school year and the end of each Instructional Leadership Inquiry Cycle.

Instructional Leadership Inquiry Cycle (minimum of one cycle)

End-of-Year Summative Review

1. Administrator Self-Assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the superintendent or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
2. End-of-Year Conference - The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent or designee assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Instructional Leadership Inquiry Cycle

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

Administrator and school-based team gather and analyze evidence to identify student learning problems and problems of teaching practice. Critical questions in this phase include: *What are the learning strengths and challenges of student learning? What are the related instructional strengths and challenges of teaching practice?*

Processes:

- Analyze evidence of student learning to identify student learning problems, and develop at least two Student Learning Outcomes (SLOs).
- Analyze evidence of instruction to identify a contributing teaching problem of practice.
- Analyze stakeholder feedback to identify performance targets
- Develop School Continuous Improvement Plan

CEL and district Tools (optional):

- Appendix A – Phase 1: Analyze Evidence to Develop Problems of Practice (CEL)
- Appendix G – School Leadership Self-Assessment Data gathering and analysis tools (ex: assessment scores, teacher evaluations ratings, walkthrough data)

PHASE II: DETERMINE AN AREA OF FOCUS

Administrator and administrator supervisor analyze evidence to identify an administrator instructional leadership area of focus. Critical questions in this phase include: *What is the administrator area of focus for this Instructional Leadership Inquiry Cycle that would impact teaching practices and student outcomes? What type of evidence will be collected to determine the area of focus and measure success?*

Processes:

- Administrator self-evaluates using the **Administrator Leadership Practice Rubric**
- Analyze administrator self-assessment and other collected evidence.
- Determine an area of focus for the administrator inquiry cycle.
- Determine targets to demonstrate evidence of success.
- Once SLO's and focus area has been determined, administrator will fill out on district goal form.
- Create an evaluation and support learning plan for administrator implementation and administrator supervisor support.

CEL and district Tools:

- Appendix B – Phase II Determine an Area of focus (CEL) Appendix C – Supporting Phase II: Step 1 Conversation Guide (CEL)
- Appendix D – Supporting Phase II: Step 2 Theory of Action (CEL)
- Administrator self-assessments
- School and administrator goals
- District goal form

PHASE III. IMPLEMENT AND SUPPORT

Administrator and administrator supervisor engage in a series of learning sessions centered on the administrator's area of focus. Critical questions in this phase include: *What are the possible actions for a series of learning sessions? How will these sessions improve administrator performance?*

Processes:

- Create a learning plan that includes the administrator's student learning indicators, stakeholder feedback targets, and practice and performance focus areas for administrator implementation and administrator supervisor support.
- Implement the learning plan.
- Enlist other support, resources, and expertise (central office leaders, others administrators, content coaches, outside consultants) as needed.
- Continually analyze the impact of sessions on administrator's instructional leadership performance and the impact on teacher practice and student learning.

CEL and district Tools:

Appendix E – Phase III: Creating a Learning Plan (CEL) Inquiry Log

PHASE IV. ANALYZE IMPACT

Administrator and administrator supervisor systemically analyze the results of the Instructional Leadership Inquiry Cycle. Critical questions in this phase include: *What was learned about leadership practice and its impact on teacher practice and student learning? What are the implications for the next Instructional Leadership Inquiry Cycle?*

Processes:

- Analyze student and teacher evidence.
- Analyze administrator leadership practice evidence.
- Analyze stakeholder feedback/staff actions to meet performance targets
- Prepare written analysis for reflection and feedback.
- Present cycle to administrator supervisor and/or colleagues
- Decide whether to continue the same Instructional Leadership Inquiry Cycle or identify a new area of focus.

CEL and district Tools:

- Appendix F – Phase IV: Analyze Impact

Timeline

As was mentioned earlier, Instructional Leadership Inquiry Cycles can be of varied duration dependent on the area under review and the requirements of the school district. Some districts may wish to work in smaller time blocks of as little as six weeks with as many as six cycles completed in a school year. These cycles may all focus on a common issue or need and build upon one another as the school year progresses or the cycles may be only minimally connected.

The minimum number of cycles that would be completed in a school year should be a minimum of two with one completed in the first half of the year and become a focus for the mid-year conference and the second completed by the end of the school year. The following timeline gives an example of how the Instructional Leadership Inquiry Cycle(s) and the State requirements for administrator evaluation would consistently work together. This timeline assumes that two cycles would be completed in a school year.

Time-frame	Steps/Phase	Tools	Strategies	Responsible Parties	Outcomes/Evidence
July/Aug	Orientation Process	Evaluation Plan; Implementation Guide with Summative Rating Guide, Glossary of Terms	Orientation to the Administrator Evaluation and Support Plan, including material and rubric to be used and process by which all elements will be integrated into an overall summative rating	Administrator Supervisor(s)	
July/Aug	Goal Setting	Goal Setting Form	Utilize data and develop and align goals to School and District Improvement Plans Determine administrator's SLOs and how these will translate into Instructional Leadership Inquiry Cycle(s) Determine Stakeholder Feedback Goal (including parents and teachers) which could also become the focus of an Instructional Leadership Inquiry Cycle Determine Areas of Focus of leadership practice	Administrator Supervisor	Goals
July/Aug	Instructional Leadership Inquiry Cycle 1: Phase 1 Assess Evidence to determine student learning problem and contributing teaching or leadership problem of practice (Instructional Leadership Inquiry Cycle: Phase 1)	District/School Tools: District and School Continuous Improvement Plan, SLOs**, previous years' summative evaluation Documents: <ul style="list-style-type: none"> • <i>Appendix A</i> • <i>Appendix G</i> 	Exercise in taking the SLO deeper to learn about the specific student learning needs and leadership strategies Needs Assessment based on Leadership Standards	Administrators in conjunction with school improvement teams, colleagues, and admin supervisor	Identification of student learning problem and contributing teaching or leadership problem of practice

July/Aug	<p>Instructional Leadership Inquiry Cycle 1: Phase 2</p> <p>Determine a administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice</p>	<p>District/School Tools: Leadership Rubric Needs Assessment based on Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc., conversation</p> <p>Documents:</p> <ul style="list-style-type: none"> • <i>Appendix B</i> • <i>Appendix C</i> • <i>Appendix D</i> • <i>District goal form</i> 	<p>Guided Reflective Discussion on leadership strategies</p>	<p>Administrator and Supervisor</p>	<p>Identification of Focus Area within Cycle 1</p>
Sept - Jan	<p>Instructional Leadership Inquiry Cycle 1: Phase 3</p> <p>Implementation and Support (Phase 3 Planning Learning Sessions)</p>	<p>Document:</p> <ul style="list-style-type: none"> • <i>Appendix E</i> • <i>Inquiry log</i> 	<p>Meet with others with like area focus</p> <p>Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual administrator needs)</p>	<p>Administrator, Colleagues, Administrator Supervisor</p>	<p>Learning Plan with Identified Sessions and accompanying log</p> <p>Reflection</p>
Jan/Feb	<p>Instructional Leadership Inquiry Cycle 1: Phase 4</p> <p>Analyze Impact</p>	<p>Documents:</p> <ul style="list-style-type: none"> • <i>Appendix F</i> • <i>District End of Cycle form</i> 	<p>Processes and Protocols to analyze impact (look at inquiry tools on Denver website)</p>	<p>Administrator, Colleagues, Administrator Supervisor,</p>	<p>Evidence of Impact (used to speak to Leadership Practice)</p>
Jan/Feb	<p>Mid-Year Formative Conference (could take place at mid-cycle during each of the Instructional Leadership Inquiry Cycles</p>	<p>Mid-Year Conference Guide Instructional Leadership Inquiry Cycle 1 Observations of Practice</p> <p>Current Reality and Evidence of success</p>	<p>Identify need for new or continued focus for Instructional Leadership Inquiry Cycle</p>	<p>Administrator, Supervisor</p>	<p>Evidence Based Reflections on Cycle 1 and Intent for Cycle 2</p>

Feb	<p>Instructional Leadership Inquiry Cycle 2: Phase 1</p> <p>Assess Evidence to determine student learning problem and contributing teaching or leadership problem of practice (Instructional Leadership Inquiry Cycle: Phase 1)</p>	<p>District/School Tools: District and School Continuous Improvement Plan, SLOs*</p> <p>Documents:</p> <ul style="list-style-type: none"> • <i>Appendix A</i> • <i>Appendix G</i> 	<p>Exercise in taking the SLO deeper to learn about the specific student learning needs</p> <p>Self-Assessment against Rubric</p>	<p>Administrators in conjunction with school improvement teams, colleagues, and admin supervisor</p>	<p>Identification of student learning problem and contributing teaching or leadership problem of practice</p>
Feb	<p>Instructional Leadership Inquiry Cycle 2: Phase 2</p> <p>Determine a administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice</p>	<p>District/School Tools: Leadership Rubric Self-Assessment against Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc.</p> <p>Documents:</p> <ul style="list-style-type: none"> • <i>Appendix B</i> • <i>Appendix C</i> • <i>Appendix d</i> • District goal form 	<p>Guided Reflective Discussion</p>	<p>Administrator and Administrator Supervisor</p>	<p>Identification of Focus Area within Cycle 2</p>
Feb-June	<p>Instructional Leadership Inquiry Cycle 2: Phase 3</p> <p>Implementation and Support (Phase 3 Planning Learning Sessions)</p>	<p>Document:</p> <ul style="list-style-type: none"> • <i>Appendix E</i> • <i>Inquiry log</i> 	<p>Meet with others with like area focus</p> <p>Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual administrator needs)</p>	<p>Administrator, Colleagues, Administrator Supervisor</p>	<p>Learning Plan with Identified Sessions</p> <p>Reflection</p>
Feb-June	<p>Instructional Leadership Inquiry Cycle 2: Phase 4</p> <p>Analyze Impact</p>	<p>Documents:</p> <ul style="list-style-type: none"> • <i>Appendix F</i> • <i>District end-of-cycle form</i> 	<p>Processes and Protocols to analyze impact (look at inquiry tools on Denver website)</p>	<p>Administrator, Colleagues, Administrator Supervisor,</p>	<p>Evidence of Impact (used to speak to Leadership Practice)</p>

June/July	Summative Phase Year End Conference	Year End Conference Guide Instructional Leadership Inquiry Cycle 1 and 2 Data on SLOs Observations of Practice Summative Self-Assessment and analysis of evidence	Review SLOs – identify possible areas for focus in the upcoming year Review Leadership Practice Analyze growth on Stakeholder Feedback Goal Analyze Teacher Effectiveness on SLOs and related Teacher Performance and Practice	Administrator, Supervisor	Evidence Based Reflections on Cycle 1 and Cycle 2
------------------	--------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------	---------------------------------------------------

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

Evaluators of administrators may decide to engage in the CSDE sponsored multi-day training or implement an in-district training. This comprehensive training should give evaluators the opportunity to:

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

Participants in the training will have opportunities to interact with colleagues and to:

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



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

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

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing this administrator evaluation and support model using the Instructional Leadership Inquiry model, in mutual agreement with their evaluators all administrators will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes.

The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district- wide professional learning opportunities.

Improvement and Remediation Plans

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

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

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

Career Development and Growth

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

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

Leadership Practice Related Indicators

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

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

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

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

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

To support the process described in this Instructional Leadership Inquiry Cycle document, a revised rubric has been developed. This rubric, entitled **Administrator Professional Practice Rubric** is based upon the CCL and contains the same 6 Performance Expectations. The rubric is written at the Element level and contains a number of new and expanded items drawn from several sources to clearly define the growth process as envisioned in the Instructional Leadership Inquiry Cycle process. Both the CCL and the **Administrator Professional Practice Rubric** define effective administrative practice through six performance expectations.

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

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

These weightings should be consistent for all administrators and central office administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant administrators’ roles and



responsibilities vary from school to school, creating a robust pipeline of effective administrators depends on adequately preparing assistant administrators for the principalship.

In order to arrive at these ratings, administrators are measured against the **Administrator Professional Practice Rubric** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements based on the CCL Standards. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Effective:** The rubric is anchored at the **Effective** Level using the indicator language from the Connecticut School Leadership Standards. Leadership practice at the proficient level results in effective teacher practice and improved student learning outcomes contingent upon the skillset of the leader.
- **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.

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

Arriving at a Leadership Practice Summative Rating

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

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

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators will conduct at least two school site observations through the Instructional Leadership Inquiry Cycle for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and

continued growth, as well as progress on the focus areas.

- The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *effective*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)

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

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

The instrument(s) for gathering feedback must be valid (that is, it 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.) Focus groups, interviews, teacher-level surveys, or other methods may be used to gather stakeholder feedback as long as these methods meet the above definitions of valid and reliable

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members, all teachers and staff members, all students

Assistant Principals and other school-based administrators:

All or a subset of family members, all or a subset of teachers and staff members, all or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff

(e.g., Assistant/Regional Superintendents):

Administrators or administrator supervisors, other direct reports, relevant family members

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

Administrators, specific subsets of teachers, other specialists within the district, relevant family members

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

Administrators, specific subsets of teachers, other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures

remain high.

- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

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

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

Student Outcomes Related Indicators

Includes two components:

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

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

(Not available in 2014 – 2015)

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested

grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system includes two measures of student academic learning:

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

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

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

For a complete definition of Connecticut’s measures of student academic learning, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year.

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

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

SPI Progress (all students and subgroups)

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

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

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:



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	2.5 to 3.4	1.5 to 2.4	Less than 1.5

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

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

Locally-Determined Measures (Student Learning Objectives)

Administrators establish two Student Learning Objectives (SLOs) on measures they select. These SLOs are consistent with the **Instructional Leadership Inquiry Process** described above. In selecting measures, certain parameters apply:

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

	SLO 1	SLO 2
Elementary or Middle School Administrator	Non-tested subjects or grades	Broad discretion

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs

for the chosen assessments/indicators (see the Administrator’s SLO Handbook, **SLO Form** and **SLO Quality Test**).

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

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

Exemplary	Effective	Developing	Below Standard
Met both SLO objectives and substantially exceeded at least 2 targets	Met 1 objectives and made at least substantial progress on the 2 nd	Met 1 objective and made some progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make any progress on the other

Arriving at Student Learning Summative Rating

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring:

Every educator will receive one of four performance ratings:

Exemplary: Substantially exceeding indicators of performance

Effective: Meeting indicators of performance

Developing: Meeting some indicators of performance but not others

Below standard: Not meeting indicators of performance

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

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 2 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated in the example below:

PRACTICE: Leadership Practice (40%)

+ Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the six performance expectations of the Administrator Professional Practice Rubric and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

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

OUTCOMES: Student Learning (45%)

+ Teacher Effectiveness Outcomes (5%) = 50%

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

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

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

OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

Dispute-Resolution Process

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

Appendices

Appendix A	Instructional Leadership Inquiry Cycle Tool: Phase I
Appendix B	Instructional Leadership Inquiry Cycle Tool: Phase II
Appendix C	Supporting Phase II: Step I Conversation Guide
Appendix D	Supporting Phase II: Step 2 Theory of Action
Appendix E	Instructional Leadership Inquiry Cycle Tool: Phase III
Appendix F	Instructional Leadership Inquiry Cycle Tool: Phase IV
Appendix G	School Leadership Self-Assessment
Appendix 1	Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014
Appendix 2	CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation, May 7, 2014
Administrator Professional Practice Rubric	

Appendix A
Instructional Leadership Inquiry Cycle Tool: Phase I

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

During this phase, the administrator and supervisor gather and analyze evidence in order to identify a student learning problem and problems of teaching practice.

Step 1: Analyze evidence of student learning to identify a student learning problem.

Based on observations and analysis of data, what are some concerns about student learning?	
What evidence supports these concerns?	
What strengths are there to build upon?	
Of these concerns, what is the specific student learning problem to be addressed?	
Why this one over others?	

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content. Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Step 2: Analyze evidence of instruction to identify a contributing teaching problem of practice.

<p>What area of teaching practice might make a difference with this problem of student learning?</p>	
<p>What practices support student learning in the identified area of need?</p>	
<p>What practices hinder student learning in the identified area of need?</p>	
<p>Of these concerns, what is the specific problem of teaching practice to be addressed?</p>	
<p>Why this one over others?</p>	

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Appendix B
Instructional Leadership Inquiry Cycle Tool: Phase II

PHASE II: DETERMINE AN AREA OF FOCUS

During this phase, the administrator and supervisor analyze evidence of administrator performance and identify administrator instructional leadership area of focus.

Step 1: Analyze evidence of administrator leadership and determine an area of instructional leadership focus. (See Appendix C)

Based on analysis of the administrator’s self-assessment and other collected evidence gathered during Phase I, what aspects of the administrator’s instructional leadership may impact the teaching problem of practice? Of these concerns, what is the administrator’s specific area of focus for this inquiry cycle?

- What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?
- What current leadership practices support teaching practice and student learning in the identified area of need?
- What current leadership practices hinder student learning in the identified area of need?
- Of these concerns, what is the specific problem of leadership practice to be addressed?
- Why this one over others?

Step 2: Generate a theory of action. (See Appendix D)

Using the responses above, generate a theory of action that explains the specific changes the administrator intends to make to improve teaching and learning in the school. Articulate this theory, starting with students.

If the administrator ...	then teachers will be able to ...	so that students will be able to ...

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Step 3: Determine evidence of success.

Based on the data and information gathered, what is the current state of student learning, teacher and instructional leadership practice? What is evidence of success and how will the evidence be measured?

Area of change	What is the current reality?	What is evidence of success?	How will the evidence be measured?
<p>Student Learning Which indicators of student learning will we see change as a result of the administrator and supervisor working on this particular leadership area of focus?</p>			
<p>Teaching Practice Which teacher practices, and for which teachers, will you see change as a result of the administrator and supervisor working on this particular leadership area of focus?</p>			
<p>Leadership Practice Considering the administrator area of focus, what will you see change as a result of the administrator and supervisor working on this particular leadership area of focus?</p>			

Step 4: Formally analyze the impact of this inquiry cycle.

When setting a date for the close of this inquiry cycle, consider the area of focus of this cycle, the amount of learning that will need to take place to improve in the area of focus, and natural times in the school year that are already set up to review administrator progress as an instructional leader.

Date: _____

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Appendix C
Supporting Phase II: Step I Conversation Guide

Administrator Area of Focus Architecture

Conversations with an administrator are situated within a cycle of administrator learning. Therefore, there are multiple types of conversations. The purpose of this conversation is to bring forward evidence collected both by the administrator and supervisor to determine an area of focus for the administrator Instructional Leadership Inquiry Cycle

Steps	Outline and Rationale	Questions, Stems, and Frames
Set the context if needed.	Setting the context around the evidence gathering process the administrator supervisor and administrator have engaged in up to this point helps to make the purpose of the conversation transparent.	The purpose of this conversation is to review our individual responses to the administrator prompts in Step 3 of Developing an Administrator Problem of Practice. By the end of the conversation, I hope we will have a clear area of focus for your Instructional Leadership Inquiry Cycle and our work together.
Ask administrator to reflect on his/her evidence.	By listening to the administrator's responses, the supervisor can determine whether or not it is observable and connected to building and/or district goals. The supervisor can also determine whether the information shared aligns with the supervisor's thinking.	What evidence did you use to help identify a potential area of focus? When reflecting on this evidence, what do you think is a potential instructional leadership area of focus for this cycle?
Share the evidence gathered from your perspective and what areas of focus you think would benefit the administrator, teachers, and students.	By sharing the information you gathered, the administrator will be able to note similarities as well as differences, which should lead to a clear and impactful area of focus.	Let me share with you some of my thinking. I have noticed the following strengths... An area for growth might be... Areas for growth may include... What do you notice is similar? Different?
Identify / confirm area of Focus.	Administrator and supervisor determine an area of focus that will provide the opportunity for teachers to grow and for students to demonstrate success.	Based on our sharing of evidence, what do you think we should focus on for this cycle and why?

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content. Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

		<p>What about working on: _____ would help your teachers with: _____? Your students with: _____?</p> <p>Do you see any obstacles in your practice that might keep you from being successful in this area?</p> <p>So for this cycle we are going to work on _____.</p>
Create examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the supervisor and administrator can ground the area of focus in a research-based vision of effective instructional leadership.	<p>What would _____ look like by the end of this cycle in your practice?</p> <p>What will teachers be doing and saying as a result of your learning in this cycle?</p> <p>What will students be doing and saying as a result of your learning in this cycle?</p>
Determine changes in instruction.	By describing concrete instructional leadership changes, administrator will be able to set specific and achievable goals.	<p>What will change in your instructional leadership practice?</p> <p>Why do you think that change will improve your teacher practice and student learning?</p>
Determine steps of implementation and support for the administrator.	Supervisor and administrator identify a series of action steps to develop the instructional practice identified in the goals.	<p>What do you need to learn in order to implement these shifts in practice?</p> <p>How will you learn about implementing these shifts in practice?</p> <p>Based on what you are saying, here are some possibilities...</p>
Determine steps of implementation and support by the supervisor.	<p>Administrator and supervisor identify specific steps the:</p> <ul style="list-style-type: none"> • Supervisor will take to support the administrator's learning. • Administrator will take. 	<p>What do you need the administrator supervisor to do to support your learning?</p> <p>I can support this learning by _____.</p>
Schedule first learning session.	Supervisor and administrator agree to when the formative feedback observations will take place.	Thinking about the steps you will take to learn _____, when does it make sense for me to come and collect observation data?

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning, Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content. Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Appendix D

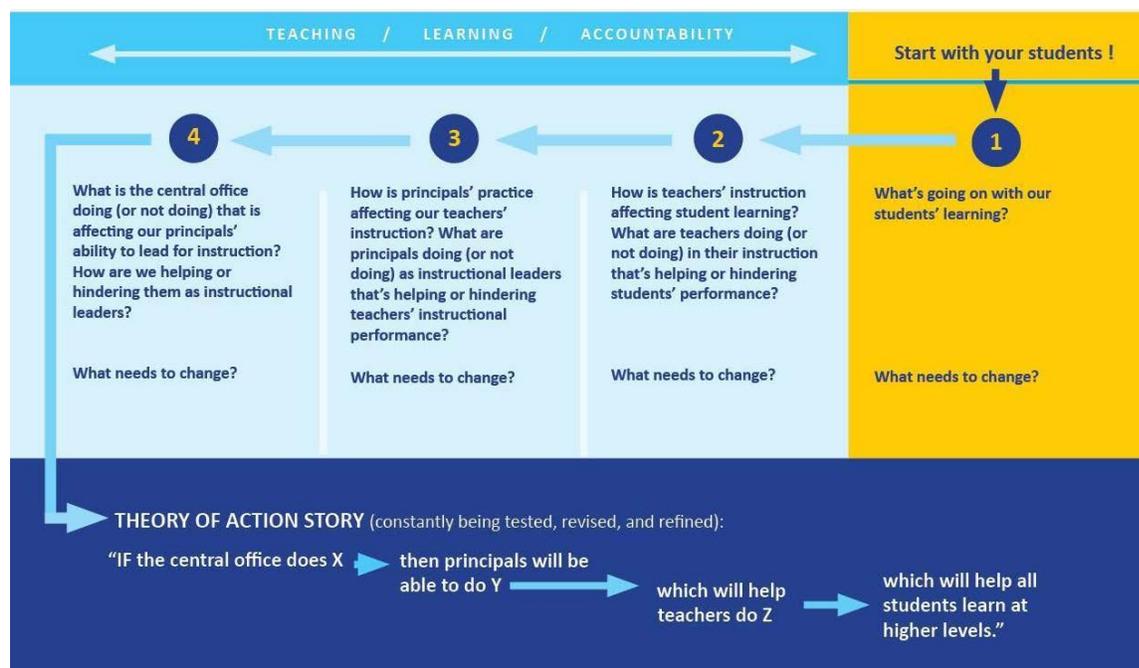
Supporting Phase II: Step 2 Theory of Action

What this tool will help you do.

1. Develop a well-elaborated conception of the problem or situation for students, teachers, and leaders that motivates their actions in the first place.
2. Make your leadership the core of the theory of action.
3. Create an evidence-based rationale for all parts of the theory.
4. Identify the supports needed to make the identified changes in administrator practice.

Theory of Action: A First Pass

Since the ultimate concern is improving student learning, you'll note that the graphic encourages the administrator and supervisor to begin deriving their theory of action not by jumping directly to perceived problems with teaching or leadership, but by focusing first on specific problems of student learning. It works backward from there, analyzing how current practice, from teaching back through administrator leadership, is part of a chain of causality that produces the results in student performance that you see. This process yields a simple way to state a theory of action to undergird your work: ***"If the administrator does X, then teachers will be able to do Y, which will help all students to learn at higher levels."***



As you make your way through the process, there may be identified areas where you need to collect more evidence (looking at student data, conducting classroom walkthroughs, or having conversations with key school-based personnel) or to consult the research on effective practice before your theory can be solidified. You don't need to hold back from sketching out your theory until you fill in all such gaps (you will be revisiting it frequently in any case). But do note areas where you need more information.

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning, Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Working Through the Prompts: Evidence and Rationale

1. STUDENT LEARNING What's going on with our students' learning?
A. EVIDENCE/TREND DATA: What evidence of student performance do we have that substantiates our concerns above? (E.g., performance data, observations/rounds/walkthroughs, and/or conversations/surveys with teachers, parents, and students)
B. Given our observations and the evidence above, what aspects of student learning do we need to change? What is the student learning problem?
C. Why are we prioritizing these particular aspects of student learning as issues?
D. What changes in teacher practice or other instructional resources do we think will make a difference in student learning?

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Working Through the Prompts: Evidence and Rationale

2. TEACHING PRACTICE

How are our teachers' instruction affecting our students' learning?
What are teachers doing (or not doing) in their instruction that's helping or hindering students' performance?

A. Given the issues we see in student learning, what aspects of teachers' instructional practice do we need to change to improve student learning? What is the teaching problem of practice?

B. Why are we prioritizing these particular practices as issues?

C. What specifically do teachers need to do differently? What is the teaching problem of practice?

D. What makes us think that teachers changing their practice in these ways will improve student learning?

E. What supports and/or system changes will teachers need to make these changes successfully?

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning, Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Working Through the Prompts: Evidence and Rationale

3. ADMINISTRATORS How is administrator practice affecting our teachers' instruction? What is the administrator doing (or not doing) as an instructional leader that's helping or hindering teachers' instructional performance?
A. DESCRIPTION/ANECDOTE: After looking at administrator self-assessments and other evidence gathered, what are specific areas for growth and improvement?
B. EVIDENCE/DATA: What evidence do we have (or could collect) that could help you understand the area for growth?
C. Given the issues we've identified in teacher performance, what aspects of administrator leadership do we need to change? What is the administrator problem of practice?
D. Why are we prioritizing these particular practices?
E. What specifically does the administrator need to do differently? What is the administrator's area of focus?
F. What makes us think that administrators changing their practice in these ways will improve teacher performance?
G. What supports and/or system changes will the administrator need to make these changes successfully? What resources will be required?

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Theory of Action 3: Putting It All Together

Once you’ve finished working through the questions above sequentially, you’ll want to consider your responses to all of them simultaneously, working back from the issues for student learning on the right all the way to administrator practice, structures, and systems on the left as shown in the graphics. In your discussion, highlight the relationships between the issues you’ve identified. In particular, it will be helpful to focus on your answers to question C, “What needs to change?,” in each area in order to promote effective instructional leadership, teaching practice, and student achievement. Provided that you’ve developed a solid rationale for what needs to change in each case, by capturing your answers to that question, you should now be able to generate a revised theory of action that goes deeper than your first:

REVISED THEORY OF ACTION:		
if the administrator ...	then teachers will be able to to...	so that students will be able to ...

As mentioned, even this revised theory of action will be subject to continual reassessment and revision as you lead, teach and learn your way through the work of improving instructional leadership in support of improved student learning. Even now, looking at your answers to questions B (about evidence) and F (“what makes us think this will work?”), it may be clear to you that you need to gather stronger evidence or consult more research in order to back up parts of your theory.

Questions you might consider as you look ahead from here to develop an action plan include:

1. How will we fill in any current gaps in our evidence or research base as we look at our theory of action?
2. How will we **use** our theory of action? Which audiences do we need to need to engage in dialogue with about our theory of action and why?
3. What are the most important things that we need to convey to these audiences about our theory of action and the need for change? In what ways do we need their support?
4. What process will we follow to regularly revisit and update our theory of action, either formally or informally, as our work moves forward over the coming months and years?

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Appendix E
Instructional Leadership Inquiry Cycle Tool: Phase III

PHASE III: CREATING A LEARNING PLAN

During this phase, the administrator and supervisor create a learning plan based on the administrator’s problem of practice related to the SLO.

Step 1: Co-create a learning plan for administrator implementation and supervisor support.

Thinking about the area of focus and theory of action, co-create a learning plan for administrator implementation and supervisor support that outlines the possible actions to support administrator instructional leadership.

Learning Plan	Possible Actions: (E.g. classroom observations/walkthroughs, looking at student work, observing another administrator’s practice, brokering resources to enlist additional expertise)	How likely are these actions to improve administrator performance in the area of focus? How will these actions help the administrator and supervisor develop expertise together?	Evidence of Success
Learning Session 1 Date: Time:			
Learning Session 2 Date: Time:			
Learning Session 3 Date: Time:			
Learning Session 4 Date: Time:			

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Step 2: Implement the Learning Plan

During this phase, the supervisor, with input from the administrator, plans and reflects on each individual learning session.

Step 2a: Use pre-planning prompts to plan each learning session.

This section is designed to guide the pre-planning process for an individual learning session.

Respond to the following questions and incorporate responses into the planning process. You will repeat this process for each learning session that makes up the learning plan.

Purpose: <i>What is the purpose of the learning session? How does the purpose relate to the ongoing work of the school? The area of focus for the administrator? The teachers? The students?</i>	
Outcomes: <i>What are the outcomes for this learning session?</i>	
Learning Activities: <i>Which learning activities will best further the administrator's learning (e.g., observing classrooms, co-planning, professional development, examining student work)?</i>	Teaching/Coaching Practices: <i>Which teaching/coaching practices will best further the administrator's learning (e.g., modeling, coaching and feedback, inquiry)?</i>
Joint Work: <i>How will the planning of this session ensure that the supervisor and administrator engage in joint work? That the administrator has ownership for the learning? What strategies will be used? Which questions will be posed? How will the opening be used?</i>	Evidence Gathering: <i>How will evidence of the administrator's practice be gathered throughout the visit? What will be observed with this administrator? How will the information be shared?</i>
Resources: <i>What materials will be used in this session? Are there other resources (including people) that need to be deployed? How will you share with the administrator? Prior to the visit? During the visit? After the visit?</i>	Other Considerations: <i>What needs to be communicated to the administrator before the session? How will this be communicated? What does the administrator need to prepare? What needs to be communicated to others who might be joining the session?</i>
Other:	

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Step 2b: Create the learning agenda for each learning session.

This section is designed to support the crafting of a well-organized learning session. Using the responses above in step 2a, organize and plan each individual learning session.

Date:

Duration:

Location:

Content	Process	Time and Materials
<p>Opening</p> <ul style="list-style-type: none"> ● What is the purpose of the session? What do we want to learn? ● How will I introduce the purpose for the visit? ● How will I communicate the through-line from improved administrator practice to improved teacher practice and student learning — the theory of action for our work together? ● How will I communicate a “can-do” attitude along with urgency? ● How will I communicate my commitment to being a co-learner in the process? 	<p>Frame the context for the conversation.</p> <p>Restate the administrator’s area of focus and outcomes for this visit.</p>	
<p>Review agreed-upon actions from the last visit</p> <ul style="list-style-type: none"> ● How will I bring forward agreed-upon actions? ● How will I address the current status of these actions? 		
<p>Review evidence of success</p> <ul style="list-style-type: none"> ● How will I bring back the evidence of success for this cycle? ● How will we note any progress to date? ● How will we collect evidence of progress during this visit? 		

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

<p>Engage in the planned activity for the learning session</p> <ul style="list-style-type: none"> ● What do I anticipate the administrator will struggle with? How will I mitigate this struggle? ● What will I do to foster time for the administrator to think, engage, and ask questions during the learning activity? ● What questions, statements, and actions will I use to elicit and assess administrator understanding? ● How will I continually gather evidence of administrator practice? 		
<p>Closing</p> <ul style="list-style-type: none"> ● How will the administrator summarize the outcomes for the session? ● How will I plan for reflection on the success of the visit? ● How will I collect these reflections? ● How will I use the reflections to inform the administrator's next steps? ● What other artifacts will I collect to inform administrator planning? 	<p>Review or revise the actions planned for the next visit.</p>	

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Step 2c: Reflect after each learning session and revise the learning plan if necessary.

The administrator and supervisor respond to the following questions to summarize each learning session. After reflection, both the administrator and supervisor keep a copy to use as a running record of administrator progress over time.

What did we learn today?	
What is the state of the administrator's practice in relationship to the area of focus? What growth is being made? What is the evidence?	
What do we need to pay attention to?	
What are the administrator's next steps?	
What are the supervisor's next steps?	
How will we communicate in-between sessions?	
What do we need to consider in planning the next session on the learning plan? How, if at all, does the next session need to be revised?	

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Appendix F

Instructional Leadership Inquiry Cycle Tool: Phase IV

PHASE IV: ANALYZE IMPACT

During this phase, the administrator and supervisor analyze and formally close an inquiry cycle. This phase requires a presentation of learning and impact for feedback.

Step 1: Analyze student and teacher evidence.

The administrator reflects the following questions:

- What has changed with student learning since the beginning of this cycle?
- What has changed with teaching practice since the beginning of this cycle?

Step 2: Analyze administrator leadership practice evidence.

The administrator reflects on the following question:

- What has changed with the instructional leadership practice since the beginning of this cycle?

Step 3: Prepare written analysis for reflection and feedback.

Using the Analyze Impact Protocol below in step 4, the administrator prepares in writing and presents to colleagues and/or supervisor:

- The specific administrator area of focus and theory of action for the inquiry cycle.
- The learning activities the administrator engaged in with the supervisor.
- The evidence collected to respond to the following questions.
 - To what extent did student learning improve in the identified area of need? What might have caused this?
 - To what extent did teaching practice improve in the identified teaching problem of practice? What might have caused this?
 - To what extent did the administrator practice improve in the identified area of focus? What might have caused this?
- What promising leadership practices emerged that the administrator should continue? What practices should be under consideration for elimination or minimizing?
- What ideas have arisen for future Instructional Leadership Inquiry Cycles?
- Frame a focus question that intrigued you during this cycle that the supervisor and/or colleagues can provide feedback on.

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Step 4: Present cycle to supervisor and/or colleagues.

The presentation of the administrator's cycle is designed to share the results of engaging in the cycle. The presentation format allows for the administrator to hear and reflect on the feedback presented into order to make adjustments to future cycles.

Analyze Impact Protocol

Time: Approximately 50 minutes

Roles:

- Presenter (whose cycle is being discussed by the group)
- Facilitator (who sometimes participates, depending on the size of the group)

1. The presenter gives an overview of the cycle and frames a question for the supervisor or group to consider. (5-10 minutes)

2. The administrator supervisor or group asks clarifying questions of the presenter — that is, questions that have brief, factual answers. (5 minutes)

3. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking about the cycle. The purpose is to ask any questions that will clarify what was heard, and/or to get a deeper understanding of something the presenter shared. This isn't the time to provide suggestions to the presenter. The presenter may respond to the group's questions, but there is no discussion by the group of the administrator's responses. (10 minutes)

4. The group talks with each other about the cycle presented. If the presentation is just with the supervisor, the supervisor thinks aloud about what he or she heard. The purpose of this step is to process what was heard and state the input as noticing and wondering. The presenter listens and will use this information as she/he considers next steps. (15 minutes)

5. Final reflection: Presenter reflects aloud on what was heard and will consider for next cycle. (5 min.)

6. Entire group: All participate in a discussion about future work/focus as a collective group. (5 min.)

This protocol was adapted and revised as part of work of NSRF.

Step 5: Determine whether to continue with the same area of focus and inquiry cycle or adjust accordingly.

The administrator and supervisor set a date to develop the next inquiry cycle.

* Based on copyrighted content of the Instructional Leadership Inquiry Cycle, Creating a Theory of Action for Improving Teaching and Learning ,Gathering Evidence for 4 Dimensions of Principal Instructional Leadership™ developed by the University of Washington Center for Educational Leadership. © 2012 University of Washington. All rights reserved. Used with permission of the University of Washington. For more information go to www.k-12leadership.org. Contact license@uw.edu for inquiries regarding commercial use of the content.

Permission has been granted for Tools to be used by the Principal Evaluation Toolkit Workgroup which includes the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon.

Appendix G
School Leadership Self-Assessment
SLSA
Practicing Administrators

The School Leader Self-Assessment (SLSA) has been designed to help you develop a personal profile of your school leadership capacities¹ based on the 2012 *Common Core of Leading- Connecticut School Leadership Standards (CCL-CSLS)*. Additional information about the CCL-CSLS may be found at: <http://www.sde/cwp/view.asp?a=2641&Q=333900>

The School Leadership Self-Assessment (SLSA) is organized into six Performance Expectations:

- PE 1- Vision, Mission and Goals
- PE 2- Teaching and Learning
- PE 3- Organizational Systems and Safety
- PE 4- Families and Stakeholders
- PE 5- Ethics and Integrity
- PE 6- The Education System

Each **performance expectation** or **standard** is subdivided into three major conceptual categories called **elements** and each **element** is described by actions that may be expected of a current school leaders referred to as **indicators**.

This instrument was designed to help school leaders reflect on professional development planning, monitoring personal progress and identifying professional needs for future growth. Results from the SLSA may also be used as a vehicle for dialog between leaders and supervisors as part of ongoing evaluation/professional development planning.

Instructions: The SLSA consists of 72 statements (indicators) that describe the Standards. Read each statement reflecting on your leadership performance over the school year. Then, check the box that, in your opinion, best represents the level of performance you have demonstrated for each indicator (as described below).

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Developing	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

Completing the SLSA

The SLSA is intended for your personal use so you should try to be as candid as possible. Although you are not expected to demonstrate all actions in a year, **try not to skip any indicators**. This will permit you to produce a comprehensive profile of your capacity based on the *Common Core of Leading - Connecticut School Leadership Standards*.

The scale format is modeled after *The Principal Instructional Management Scale*, Philip Hallinger (1984) and adapted by Larry Jacobson, Connecticut State Department of Education, (2012).

SCHOOL LEADERSHIP SELF ASSESSMENT

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals <i>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.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE <small>Explain below</small>
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. To what extent do I					
1. Use varied sources of information and analyze data about current practices and outcomes to shape a vision, mission, and goals.					
2. Align the vision, mission, and goals of the school to district, state, and federal policies.					
3. -----Incorporate diverse perspectives and collaborate with all stakeholders ³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.					
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. To what extent do I					
1. Develop 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. Align actions and communicate the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently					
3. Advocate for and act 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 To what extent do I					
1. Use 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. Use data, research, and best practice to shape programs and activities and regularly assesses their effects.					
3. Analyze data and collaborate with stakeholders in planning and carrying out changes in programs and activities..					
4. Identify and address barriers to achieving the vision, mission, and goals.					
5. Seek and align resources to achieve the vision, mission, and goals.					

Notes/Comments:

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 2: Teaching and Learning <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE
					Explain below

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. To what extent do I					
1. Develop shared understanding and commitment to close achievement gaps ⁴ so that all students achieve at their highest levels.					
2. Support and evaluate professional development to broaden faculty ⁵ teaching skills to meet the needs of all students.					
3. Seek 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. Provide support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities					
6. Provide timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.					

Element B: Curriculum and Instruction Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards. To what extent do I					
1. Develop a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.					
2. Ensure the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.					
3. -----Use evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations:					
4. -----Develop collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.					
5. -----Provide faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls					
6. Assist faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.					

Element C: Assessment and Accountability Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps. To what extent do I					
1. Use district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.					
2. Develop and use multiple sources of information ⁷ to evaluate and improve the quality of teaching and learning.					

The scale format is modeled after *The Principal Instructional Management Scale*, Philip Hallinger (1984) and adapted by Larry Jacobson, Connecticut State Department of Education, (2012).

3. Implement district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.					
4. -----Interpret data and communicate progress toward the vision, mission, and goals for faculty and all other stakeholders.					

Notes/Comments:

Performance Level	Description
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below

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. To what extent do I					
1. Develop, implement and evaluate a comprehensive safety and security plan in collaboration with the district, community and public safety responders..					
2. Advocate for, create and support collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.					
3. Involve 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. To what extent do I					
1. Use problem-solving skills and knowledge of operational planning to continuously improve the operational system..					
2. Ensure a safe physical plant according to local, state and federal guidelines and legal requirements for safety.					
3. Facilitate the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.					
4. Evaluate and revise processes to continuously improve the operational system..					
5. -----Oversee 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. To what extent do I					
1. Develop and operate a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.					
2. Seek, secure and align resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.					
3. Implement practices to recruit, support, and retain highly qualified staff.					
4. -----Conduct staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.					

Notes/Comments:

Performance Level Description	
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 4: Families and Stakeholders <i>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.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below

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. To what extent do I					
1. Coordinate the resources of schools, family members, and the community to improve student achievement.					
2. Welcome and engage families in decision making to support their children's education.					
3. Use 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. To what extent do I					
1. Demonstrate the ability to understand, communicate with, and interact effectively with people.					
2. Use assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.					
3. Capitalize on the diversity of the community as an asset to strengthen education.					
4. Collaborate with community programs serving students with diverse needs.					
5. Involve all stakeholders, including those with competing or conflicting educational perspectives.					

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. To what extent do I					
1. Collaborate with community agencies for health, social, and other services that provide essential resources and services to children and families.					
2. Develop mutually beneficial relationships with community organizations and agencies to share school and community resources.					
3. -----Apply resources and funds to support the educational needs of all children and families.					

Notes/Comments:

Performance Level Description	
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 5: Ethics and Integrity <i>Education leaders ensure the success and well-being of all students and staff by modeling ethical behavior and integrity.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE <small>Explain below</small>

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.					
To what extent do I					
1. Exhibit professional conduct in accordance with <i>Connecticut's Code of Professional Responsibility for Educators</i> .					
2. Model personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.					
3. Use professional influence and authority to foster and sustain educational equity and social justice for all students and staff.					
4. Protect the rights of students, families and staff and maintains confidentiality.					

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.					
To what extent do I					
1. Demonstrate respect for the inherent dignity and worth of each individual.					
2. Model respect for diversity and equitable practices for all stakeholders.					
3. Advocate for and act on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.					
4. Overcome challenges and lead 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.					
To what extent do I					
1. Model, reflect on, and build capacity for lifelong learning through an increased understanding of research and best practices.					
2. Support on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.					
3. -----Allocate resources equitably to sustain a high level of organizational performance.					
4. Promote understanding of the legal, social and ethical use of technology among all members of the school community.					
5 -----Inspire and instill trust, mutual respect and honest communication to achieve optimal levels of performance and student success.					
6. -----Model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.					

Notes/Comments:

Performance Level Description	
Below Standard	Indicator was insufficiently demonstrated to address school needs
Beginning	Indicator was partially demonstrated but not at the expected level
Proficient	Indicator was proficiently demonstrated at the expected level
Exemplary	Indicator was demonstrated at an exemplary level exceeding expectations
Not Applicable	Not applicable to my specific role or responsibility

PERFORMANCE EXPECTATION 6: The Education System <i>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.</i>	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	NOT APPLICABLE Explain below

Element A: Professional Influence Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families. To what extent do I					
1. Promote public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.					
2. Develop and maintain relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.					
3. Advocate 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. To what extent do I					
1. Collect and accurately communicate data about educational performance in a clear and timely way..					
2. Communicate with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.					
3. Uphold federal, state, and local laws, and influence policies and regulations in support of education.					

Element C: Policy Engagement Leaders engage policymakers to inform and improve education policy. To what extent do I					
1. Advocate 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. Promote public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.					
3. -----Collaborate with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.					

Notes/Comments:

Q & As:

- ***What if indicators are difficult to rate for my situation.***

There are several reasons why some statements may be difficult to judge. Sometimes, due to limited budget, time and resources, it may be very difficult for the leader to demonstrate certain indicators. If the action is, none-the-less, important to perform to address specific goals, a “**Below Standard**” should be used.

Although this is a personal tool, a candid self-appraisal can serve as a valuable source of information to help you and others to recognize barriers to progress, identify professional needs and to prioritize resources. Consequently, if the indicator represents an important action necessary to reach certain school goals it will be helpful for you to judge that performance of this indicator as **Below Standard**. If, however, due to prescribed roles and responsibilities in your school/district, this indicator cannot be performed by you, or is primarily performed by someone else, then **NA** would be appropriate.

- ***How can anyone be expected to perform so many indicators?***

Given the varied contexts and needs of schools, it is likely that some indicators will be more critical than others in helping to achieve school goals. It’s more important to select the most appropriate indicators to promote professional growth than trying to address too many indicators. Although the school leader is advised to respond to all 72 indicators in completing the SLSA, this does not mean that anyone is expected to demonstrate all indicators each year. The indicators address professional actions that may be demonstrated over the course one’s career, and at various stages of development (e.g., aspirants, students, experienced practitioners).

- ***Can the SLSA scale be used as my evaluation rubric?***

The SLSA is not a substitute for the Evaluation Rubric adopted by your district. Although, the SLSA and Connecticut’s Model Evaluation Rubrics are directly tied to the Connecticut Leadership Standards, they have different purposes. The Leadership Rubric was designed to address the Observation component of the Administrator Evaluation process. By contrast, the SLSA was designed for a wider range of purposes such as school leaders to consider their leadership capacity at various stages of their career. Despite the differences, the SLSA could be helpful for school leaders to reflect on professional strengths and needs in preparation for evaluation/professional development planning.

Appendix 1

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

Section 2.9: Flexibility Components

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

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

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

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

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

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

May 7, 2014

Dispute-Resolution Process

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

Rating System

4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

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

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

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

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

The Leader...

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>1.1: High Expectations for All</p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p>	<p>In addition to the characteristics of Proficient Practice:</p> <ul style="list-style-type: none"> • Creates a sense of co-accountability and shared responsibility with staff, parents, and community members for the achievement of goals. • Co-creates a shared vision of high expectations with multiple stakeholders beyond staff and students • Co-creates a cohesive SIP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization • Builds staff capacity to collaboratively maintain and implement a shared vision, mission, and goals articulating high expectations for high student achievement, including college and career readiness, for all students 	<ul style="list-style-type: none"> • Involves staff and students in developing, maintaining, and implementing a shared vision, mission and goals, which articulate high expectations, including college and career readiness, for all students. • Schools’/Departments’ vision, mission and goals are grounded in the values, vision, and mission of the school district and represent urgency to engage in the work of the school/department. • Involves others in creating a cohesive SIP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization 	<ul style="list-style-type: none"> • Gives staff limited input into the development and maintenance of the vision, mission and goals, and the development of the vision mission and goals reflect mediocre or low expectations. • Minimally aligns schools’/departments’ vision, mission and goals to the values, vision and mission of the school district. • Gives staff limited input into the development of the SIP; the SIP lacks coherence and is not fully aligned to the district improvement plan and does not fully use best practices of instruction and organization 	<ul style="list-style-type: none"> • Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff have high academic expectations. • Schools’/Departments’ vision, mission and goals are not aligned to the values, vision and mission of the school district. • Does not develop the SIP or creates in isolation the SIP, which lacks coherence and is not aligned to the district improvement plan and does not use best practices of instruction and organization

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>1.2:</p> <p>Shared Commitments to Implement and Sustain the Vision, Mission and Goals</p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p>	<p><u>In addition to the</u> characteristics of Proficient Practice:</p> <ul style="list-style-type: none"> • Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions • Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations 	<ul style="list-style-type: none"> • Engages broad stakeholder input into the implementation of the school’s School Improvement Plan (SIP) aligned to the vision, mission and goals • Uses the SIP in conjunction with the school’s vision, mission and goals to guide decisions 	<ul style="list-style-type: none"> • Does not overtly support implementation of the SIP • Uses the SIP inconsistently in making decisions 	<ul style="list-style-type: none"> • Implements a SIP with little or no stakeholder involvement, but does not support implementation of the SIP • Does not use the SIP or vision, mission and goals in decision making
<p>1.3:</p> <p>Continuous Improvement toward the Vision, Mission and Goals</p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p>	<p><u>In addition to</u> characteristics of Proficient Practice:</p> <ul style="list-style-type: none"> • Collaborates with multiple stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, specifically addressing areas for improvement at the school, classroom and student levels. 	<ul style="list-style-type: none"> • In monitoring the implementation of the SIP, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals • Aligns resources to address the gaps between the current outcomes and goals toward continuous improvement 	<ul style="list-style-type: none"> • Uses and analyzes minimal data sources to identify student needs and assess program implementations • Loosely aligns resources to the SIP 	<ul style="list-style-type: none"> • Demonstrates little awareness of data related to monitoring the implementation of the vision, mission and goals, and demonstrates little to no rationale for resources connected to vision, mission and goals

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Performance Expectation 2: Teaching and Learning

Education leaders relentlessly focus on the success and achievement of all students by monitoring and continuously improving teaching and learning

The Leader...

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>2.1:</p> <p>Strong Professional Learning Culture</p> <p>Leaders develop a strong professional culture, which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts. • Leads a collaborative effort to build a culture of continuous personal and professional growth of each member. • Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning • Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students • Creates a culture that embraces change and is supportive of appropriate levels of risk-taking. • Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities 	<ul style="list-style-type: none"> • Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. • Develops a culture of collaboration and models and fosters personal and professional growth among staff. • Provides timely, accurate, specific and ongoing feedback to improve teaching and learning. • Provides structures through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building • Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. • Ensures that sufficient time is set aside for collaborative professional learning and development by teachers. 	<ul style="list-style-type: none"> • Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it • Demonstrates commitment to collaboration and models professional growth • Provides feedback to staff inconsistently • May have teachers collaborate outside the classroom but teachers may not have opportunities to share practice with one another • May create structures for teacher collaboration but does not set expectations for the intentionality of those collaborative sessions 	<ul style="list-style-type: none"> • Demonstrates little or no awareness of ways to address the achievement gap and focuses improvement efforts on some-but not all-students. • Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges • Provides little feedback to staff and inconsistent monitoring • Rarely encourages sharing of best practice and instructional ideas

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>2.2:</p> <p>Curriculum and Instruction</p> <p>Leaders understand, implement and evaluate their district’s standards based curriculum and ensure alignment of the curriculum with the Connecticut Core and national standards; they also build the capacity of their staff to engage in this process. Leaders ensure that high expectations are set for all students, and that all students have the opportunity to learn the critical content of the curriculum</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceeds state and national standards • Monitors and evaluates the alignment of all instructional processes • Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students • Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls • Establishes structures and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens. 	<ul style="list-style-type: none"> • Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress • Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. • Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students. • Provides faculty and students with access to instructional resources, training and technical support • Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. 	<ul style="list-style-type: none"> • Demonstrates emerging understanding and facility with state and national standards • Promotes instruction and assessment methods that are somewhat-but not completely-aligned to standards • Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs • Provides some support and resources to promote and extend learning beyond the classroom • Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens 	<ul style="list-style-type: none"> • Demonstrates little awareness of how to align curriculum standards, instruction and assessments • Demonstrates little awareness of how to align curriculum standards, instruction and assessments • Provides little leadership and support for collaborative teams • Provides little resources, training or technical support to teachers and students • Provides limited support or development for staff or students around global skills or dispositions and little focus on skills beyond academic standards

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>2.3:</p> <p>Assessment and Accountability</p> <p>Supports the system for providing data driven professional learning and sharing of effective practice</p> <p>Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students • Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders • Builds capacity of staff to analyze data to identify and prioritize needs, guide grouping, reteaching, and continuous improvement 	<ul style="list-style-type: none"> • Uses multiple assessments and teacher evaluation to improve teaching and learning • Communicates progress toward the vision, mission and goals to vital stakeholders • Uses multiple data sources to drive instructional decisions and to identify/prioritize school wide areas of improvement; uses data also to identify and adjust school-wide priorities and to drive changes in practice for individual teachers 	<ul style="list-style-type: none"> • Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching • Provides updates to some stakeholders when required on student progress toward the vision, mission and goals • Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices with limited impact on teaching practices 	<ul style="list-style-type: none"> • Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning • Provides limited information about student progress to faculty and stakeholders • Unable to lead staff through continuous data review or lacks consistency in implementation

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>2.4:</p> <p>Reviews Instructional Practice</p> <p>Leaders set and maintain clear standards for excellent teaching based upon the latest research and standards. They regularly observe instruction and give detailed feedback to staff to aid them in improving their practice.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Works with staff to create cycles of action research (inquiry), where data is used to identify Problems of Practice, test hypotheses, discover new strategies and reduce achievement gaps • Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas 	<ul style="list-style-type: none"> • Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced. • Provides regular, actionable, and meaningful feedback to teachers • Expects action on feedback regarding classroom instruction. • Holds teachers accountable for trying new instructional strategies based on feedback • Gives timely support to teachers who are struggling with instruction to aid them in clearly understanding the next steps required to improve their practices 	<ul style="list-style-type: none"> • Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps • May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps • May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers 	<ul style="list-style-type: none"> • Rarely participates in reflective data-driven conversations with teachers to review student-level data. • Does not ensure that a focus on the CCSS Standards is embedded into site-based professional development.

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>3.1:</p> <p>Welfare and Safety of Students, Faculty and Staff</p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p>	<ul style="list-style-type: none"> • Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan, including the provision of appropriate health and social services. • Ensures all teachers engage in effective classroom management practices 	<ul style="list-style-type: none"> • Collaborates with staff and students in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan • Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services 	<ul style="list-style-type: none"> • Involves a limited number of staff and students in creating and monitoring a school climate safety plan • Inconsistently assists teachers in effective classroom management and inconsistently monitors the general health and welfare of students 	<ul style="list-style-type: none"> • Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: "Granby Leader Evaluation Continuum" developed by the Granby, CT School District, "School Leadership Framework" developed by the Denver School District, "Illinois Performance Standards for School Leaders Rubric", , and the "Connecticut Common Core of Leading".

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>3.2:</p> <p>Operational Systems</p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<ul style="list-style-type: none"> • Proactively works with the appropriate staff in order to develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns. • Routinely seeks input from staff regarding the need for updated resources and data systems to improve teaching and learning practices • Effectively advocates for the acquisition, maintenance and purchase of equipment and technology to improve and support the teaching and learning environment 	<ul style="list-style-type: none"> • Ensures safe operations of the physical plant that supports a positive learning environment. • Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to improve teaching and learning practices • Oversees acquisition, maintenance and security of equipment and technologies that improve and support the teaching and learning environment 	<ul style="list-style-type: none"> • Inconsistently addresses safety requirements and provides limited evaluation of current and future safety concerns. • Inconsistently uses communication and data systems to support instructional practices and school operations. • Maintains existing technology and identifies some new technologies that support and improve teaching and learning 	<ul style="list-style-type: none"> • Physical plant maintenance and safety concerns are not addressed and fails to identify compliance and safety requirements • Resources and data systems inadequately support instructional practices and school operations • Demonstrates inconsistent and ineffective use and support of technology that improve teaching and learning

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>3.3:</p> <p>Fiscal and Human Resources</p> <p>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	<ul style="list-style-type: none"> • Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals • Involves stakeholders to successfully recruit, support, and retain highly effective staff 	<ul style="list-style-type: none"> • Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible • Implements practices to recruit support and retain qualified staff 	<ul style="list-style-type: none"> • Develops and implements a budget within fiscal guidelines that inadequately addresses school and district goals • Efforts to recruit, support and retain qualified staff are inconsistent 	<ul style="list-style-type: none"> • Submits a budget out of alignment with district guidelines and school improvement goals • Uses few recruiting resources and demonstrates little effort to support and retain qualified staff

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District 7, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>4.1:</p> <p>Collaboration with Families and Community Members</p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between stakeholder groups. • Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school-wide and student-specific learning 	<ul style="list-style-type: none"> • Enhances and maintains trusting relationships among and between a variety of stakeholder groups • Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests • Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community • Actively communicates the successes of the school to the broader community • Ensures that academic progress reporting is easily and meaningfully interpreted by parents 	<ul style="list-style-type: none"> • Articulates a belief that building and maintaining relationships are important but may not be able to successfully establish or enhance relationships • Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community • Finds ways to communicate the successes of the school to the broader community but may do so inconsistently. • Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents. 	<ul style="list-style-type: none"> • Does not develop positive relationships and/or undermines positive relationships that exist • Provides limited opportunities for families to engage in educational decision-making and student learning

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>4.2: Community Interests and Needs</p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p>	<ul style="list-style-type: none"> • Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints to new perspectives • Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community • Shares responsibility with all staff for community outreach by generating and participating in efforts to create community partnerships • Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students. • Empowers parents and community members as strong leaders in the school • Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community 	<ul style="list-style-type: none"> • Communicates regularly and effectively with all stakeholders • Uses assessment strategies and research methods to understand and address the diverse needs of students and community • Capitalizes on the diversity of the community as an asset to strengthen education • Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. 	<ul style="list-style-type: none"> • Communicates regularly with stakeholders • Collects some information to understand and provide for diverse student and community needs • Transmits a general sense of commitment to meet diverse needs of the community’s students 	<ul style="list-style-type: none"> • Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders • Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics • Demonstrates little awareness of community diversity as an educational asset • Community partnerships are not evident

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>4.3:</p> <p>Community Resources</p> <p>Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.</p>	<ul style="list-style-type: none"> • Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families • Develops community partnerships that reflect the community, understand the mission of the school and actively support its vision 	<ul style="list-style-type: none"> • Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families • Engages local business and non-profit organizations to support the vision and mission of the school 	<ul style="list-style-type: none"> • Develops some relationships with community organizations and agencies and provides some access to services for families 	<ul style="list-style-type: none"> • Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: "Granby Leader Evaluation Continuum" developed by the Granby, CT School District, "School Leadership Framework" developed by the Denver School District, "Illinois Performance Standards for School Leaders Rubric", , and the "Connecticut Common Core of Leading".

ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>5.1</p> <p>Ethical and Legal Standards of the Profession</p> <p>Leaders demonstrate ethical and legal behavior.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> Fosters the highest ethics within the district and community 	<ul style="list-style-type: none"> Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators 	<p>n/a</p>	<ul style="list-style-type: none"> Demonstrates limited or inconsistent ethics in personal and professional practice
<p>5.2</p> <p>Personal Values and Beliefs</p> <p>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles 	<ul style="list-style-type: none"> Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles 	<ul style="list-style-type: none"> Inconsistently demonstrates respect for the individual and / or inconsistently advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principle 	<ul style="list-style-type: none"> Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>5.3</p> <p>High Standards for Self and Others</p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Sets up, supports and participates in processes and systems for action research and systemic learning 	<ul style="list-style-type: none"> • Models, reflects on and builds capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning • Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement • Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary 	<ul style="list-style-type: none"> • Recognizes the importance of personal learning needs of self and others but does not consistently model, reflect on and / or build capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning 	<ul style="list-style-type: none"> • Demonstrates little commitment to reflective practice and ongoing improvement in self and others • Demonstrates little or inconsistent use of professional development and resources to strengthen teaching and learning

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.

ADMINISTRATOR PROFESSIONAL PRACTICE 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.

The Leader...

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>6.1</p> <p>Professional Influence</p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Actively participates with local, regional and/or national stakeholders and policy makers in community and/or state/national organizations • All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships 	<ul style="list-style-type: none"> • Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests 	<ul style="list-style-type: none"> • Maintains professional and cordial relationships with some stakeholders and policy makers • May welcome stakeholder input but has not established structures for accepting and utilizing feedback 	<ul style="list-style-type: none"> • Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues • Lacks creativity and consistency in communications regarding the successes of the school to the broader community
<p>6.2</p> <p>The Educational Policy Environment</p> <p>Leaders uphold and contribute to policies and political support for excellence and equity in education.</p>	<ul style="list-style-type: none"> • Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs • Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding 	<ul style="list-style-type: none"> • Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations • Communicates effectively with the community on policy • Upholds policy and regulations in support of education 	<ul style="list-style-type: none"> • Reviews school and student growth data. • Provides information to decision makers and stakeholders about policies and regulations 	<ul style="list-style-type: none"> • Demonstrates little understanding and ineffective communication of student performance data • Demonstrates ineffective communication with members of the school and community on policies

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

Indicator	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
<p>6.3</p> <p>Policy Engagement</p> <p>Leaders engage policymakers to inform and improve education policy.</p>	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> • Proactively engages and collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education 	<ul style="list-style-type: none"> • 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 • Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education 	<ul style="list-style-type: none"> • Demonstrates limited ability to analyze and share data to inform district and school planning, policies and programs • Identifies some policies and procedures supporting equity and seeks opportunities to communicate 	<ul style="list-style-type: none"> • Demonstrates little to no understanding of or involvement with others to inform or advocate for district and school planning, policies and programs within and/or outside of own school or district

* This rubric was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric”, , and the “Connecticut Common Core of Leading”.