

Excellence in Education



**EDUCATOR EVALUATION PROGRAM
2015-2016**

Revised –April 2015

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NORTH BRANFORD PUBLIC SCHOOLS

Educator Evaluation Program

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NORTH BRANFORD PUBLIC SCHOOLS

Educator Evaluation Program

Vision Statement:

The North Branford Public Schools will be schools of excellence characterized by continuously improving student achievement; staff and programming focused on student success; and an exceptional learning environment.

Mission Statement:

It is the mission of the North Branford Public Schools to foster a strong learning environment focused on academic excellence and a positive school climate which prepares each student to be a responsible 21st Century citizen of the world.

Core Beliefs

We believe that:

Education is a shared responsibility among students, teachers, staff, parents, and the community.

All students can learn.

All students have abilities and talents that are worthy of being recognized and developed.

Students and staff have the right to a safe, respectful, and challenging environment conducive to learning.

Section I: An Overview

NORTH BRANFORD PUBLIC SCHOOLS

Educator Evaluation Program

Introduction

Public Act 12-T PA 12-116 was signed into law by Governor Dannel P. Malloy on May 15, 2012. It required that a new teacher evaluation program be implemented by school districts as of August 2013.

This legislation emerged in response to a growing body of research on the importance of teacher effectiveness. Numerous studies have indicated that teachers have a greater impact on student achievement than any other factor in schools (McCaffrey, Lockwood, Koretz & Hamilton, 2003). Simply stated, when teachers succeed, students succeed.

Principals' impact on student achievement is second only to that of teachers to the degree that they influence instruction which impacts learning (Hallinger & Heck, 1996). Observation systems and the structure of professional learning serve as levers for school leaders to enhance teacher effectiveness, and consequently, district performance.

Design Principles

The following principles have been built into the evaluation system:

- **Consider multiple standards-based measures of performance:** An evaluation system that uses multiple sources of information and evidence is intended to result in fair, accurate and comprehensive pictures of teachers' performance.
- **Emphasize growth over time:** The evaluation of an educator's performance will consider his/her improvement from an established starting point, or baseline. This applies to professional practice areas and the student outcomes they are striving to reach. Attaining high levels of performance matters, but NBEEP encourages educators to pay attention to continually improving their practice.
- **Promote both professional judgment and consistency:** Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and students. Instead, multiple sources of information are used to provide a comprehensive picture of performance. This evaluation system is designed to eliminate evaluator bias to the extent possible, in order to support fairness and consistency.
- **Foster dialogue about student learning:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. NBEEP believes that it is equally important for educators and evaluators to engage in professional conversations. This dialogue will occur frequently, and focus on what students are learning.
- **Encourage aligned professional learning, coaching, and feedback to support growth:** Novice and veteran teachers alike will receive detailed, constructive feedback and professional learning tailored to their individual needs. NBEEP promotes collaboration between educators and evaluators so that professional learning, coaching, and feedback can align to improve practice.

System Overview

The evaluation framework consists of multiple measures to provide a comprehensive picture of teacher performance. All teachers will be evaluated in two major categories: (1) Teacher practice related indicators, and (2) Student related indicators. There are four components under those categories as shown below:

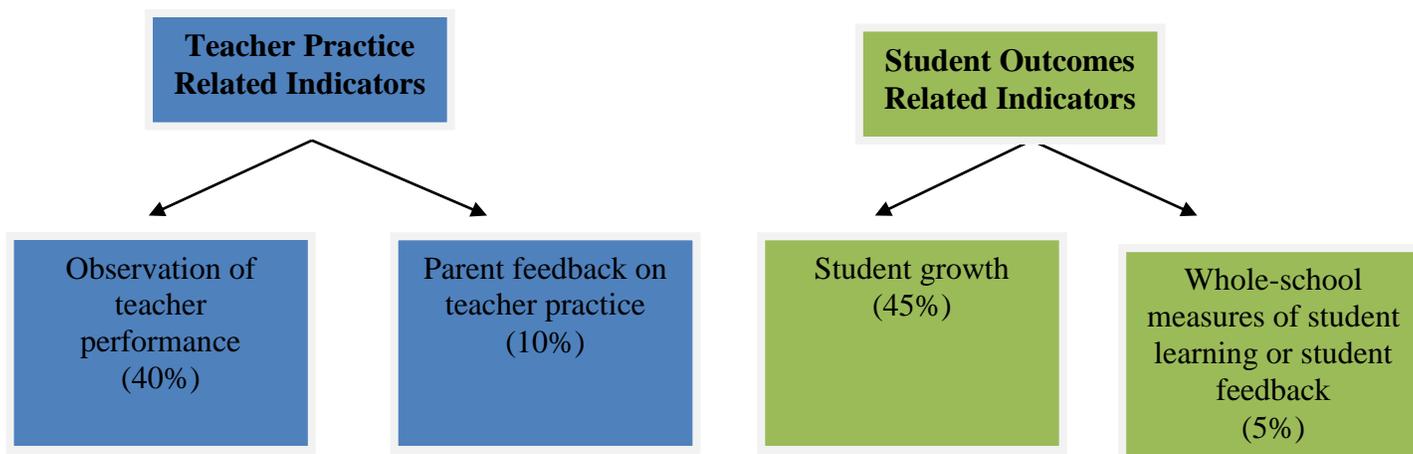
Teacher Practice Related Indicators

- Observation of teacher performance (40% of teacher rating)
- Parent feedback on teacher practice (10% of teacher rating)

Student Outcomes Related Indicators

- Student growth (45% of teacher rating)
- Whole-school measure of student learning or student feedback (5% of teacher rating)

Categories and Indicators



4-Level Matrix Rating System

Scores from each of the four components will be combined to produce a final performance rating (e.g. exemplary, proficient, etc.) for each teacher. Performance levels and ratings are defined as follows:

Level	Rating	Definition
4	Exemplary	Exceeded indicators of performance
3	Proficient	Met indicators of performance
2	Developing	Partially met indicators of performance
1	Below Standard	Did not meet indicators of performance

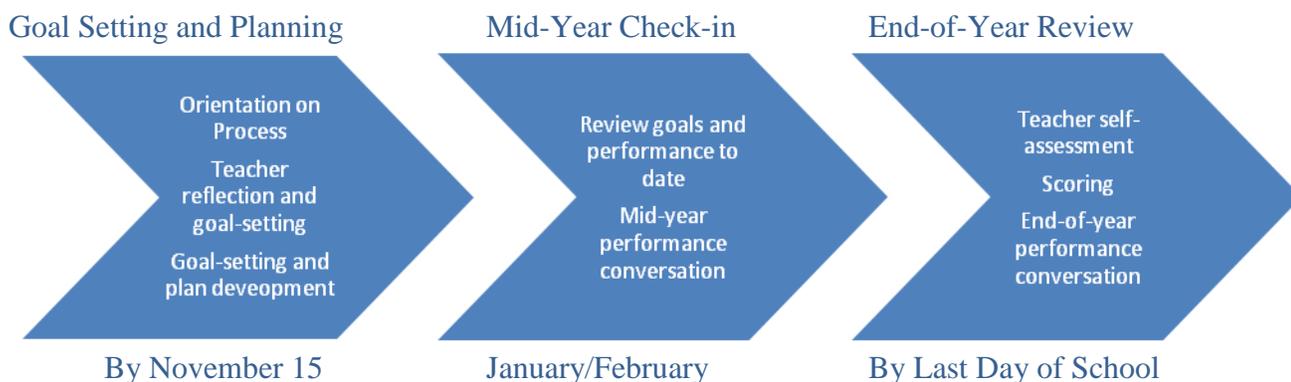
Evaluators will inform teachers of their final performance rating category during their End of the Year Summative Review.

Section II:

The Teacher Evaluation Process

Performance Conversations

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



Performance Conversation 1: Goal Setting and Planning

Due by November 15 (or within one month of start if hired after November 1st.)

Orientation on Process – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. This will likely occur during August Professional Development days or the September faculty meeting (and not later than September 15th of the school year). In this meeting, they will discuss any school or district priorities that should be reflected in student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

Teacher Reflection and Goal-Setting – The goal-setting process begins in August and early September. During this time, teachers analyze their new students’ assessment data, prior grades, etc., to learn more about the needs of their students. The teacher will develop at least one SLO that meets the needs of their students and aligns with the school improvement goals established by the principal. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

Goal-Setting Conference – The Goal-Setting Conference is an opportunity to discuss information relevant to the evaluation process and to set goals. Both the teacher and evaluator collect evidence about the teacher’s practice to support the discussion. The evaluator and teacher discuss the teacher’s proposed Professional Growth Plan in order to arrive at mutual agreement. The Plan will include a student learning objective, parent feedback goal, and whole school learning indicator or student feedback goal. The timeline and responsibilities for educators are hired after the beginning of the school year will be determined in a “pro-rated” fashion through mutual agreement during the goal setting process. The plan must align with the school improvement plan.

Professional Growth Plans: Every teacher will develop an annual Professional Growth Plan in collaboration with his/her primary evaluator. This will serve as the foundation for ongoing conversations about the teacher’s practice and impact on student outcomes. The plan will consist of

the following: one parent feedback goal; minimum of one Student Learning Objective (additional SLOs may be selected at the evaluator’s discretion); and One student feedback goal (this is not required for schools that select a whole-school learning indicator instead).

Performance Conversation 2: Mid-Year Check-in

Due in January/February

Reflection and Preparation – The evaluator and teacher hold at least one mid-year check-in in January and/or February. The teacher and evaluator collect and reflect on students’ assessment data and other sources of evidence to-date about the teacher’s practice and student learning in preparation for the check-in.

Mid-Year Conference – The evaluator and teacher meet to review progress towards the Professional Growth Plan. They may examine student work products, interim assessments, or consider other data sources. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment, second semester courses). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth.

Performance Conversation 3: End-of-Year Summative Review

Due by the Last Day of School

Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Teachers will be asked to reflect on the following:

- Describe the extent to which each goal was mastered citing evidence to support your claim
- Describe what you did to produce those results
- Describe what you learned and how you will use it to guide your future instruction
- List examples of professional experience or involvement that you have had this year

Scoring – The evaluator reviews submitted evidence, self-assessments, and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. Determination of the summative rating is aligned to one of the four performance evaluation designators: *Exemplary, Proficient, Developing, and Below Standard*. The evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15th. If this assessment data is considered, it will be considered for all relevant staff members in a given building.

End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date. During or following the conference, the evaluator will provide the teacher with a written performance rating for the year.

Performance Conversation	Activities	Due By:
Performance Conversation 1	<ul style="list-style-type: none"> • Orientation 	September 15 th
	<ul style="list-style-type: none"> • Teacher Reflection and Goal-Setting • Proposed professional Growth Plan with SLO submitted for approval • Goal Setting Conversation 	November 15 th

Performance Conversation 2	<ul style="list-style-type: none"> ● Reflection & Preparation ● Mid-Year Conference 	January/February
Performance Conversation 3	<ul style="list-style-type: none"> ● Educator Self-Assessment ● Scoring ● End-of-Year Conference 	By the end of the school year. Final ratings may be revised by September 15 th of the following year under the conditions noted above

Timelines

Implementation: The key to successful implementation of the North Branford Educator Evaluation Program is careful adherence to timelines to ensure that all aspects of the program are met within a given school year. Once a timeline is missed, it will be very difficult to stay on track. This NBEEP document is intended to provide evaluators and educators with the tools they need to carry-out the plan (see forms and examples in the Appendix).

Timeline: Recommended timelines are as follows:

August

Teachers learn about their incoming students based on existing information (e.g., report cards, CMTs or CAPT, attendance records, discipline records, etc.)

September/October

Building administrators develop their School Improvement Plan and share it with all staff members. This plan informs the educators' development of Professional Growth Plans.

It may be advisable for teaching teams or departments to submit and work collaboratively towards a group plan instead of individual plans (at the discretion of the administrator).

September/October

After the School Improvement Plan is shared with staff members, educators develop individual or group Professional Growth Plans. The plan must include the following:

- At least one student learning objective measured by assessment data;
- A parent feedback goal; and
- A student feedback goal or whole school indicator target(s).

The Professional Growth Plan must align with the School Improvement Plan.

October/November

Administrators schedule and conduct their 1st performance conversation of the year with each certified staff member. During this meeting, they review all components of the proposed Professional Growth Plan for possible approval (at the discretion of the administrator).

October thru June

Evaluators conduct a minimum of 3 observations for each educator.

January/February

Administrators schedule and conduct their 2nd performance conversation of the year with each certified staff member. During this time, they review educators' progress towards their Professional Growth Plan using student assessment data and related information. At this time, possible revisions to the plan may

be warranted. Schools that administer a mid-year benchmark, mid-terms, or similar assessments may decide to use those results to help inform the 2nd performance conversation.

Spring

School-level surveys are administered to parents and students (if Climate surveys are being used. If a different survey is selected, then timeframes may change).

- *Parent surveys* are used to design parent feedback goals for the following school year, and are also used to measure educators' progress towards parent feedback goals for the current year.
- *Student survey* results are used to design student feedback goals for the following year, and are also used to measure educators' progress towards student feedback goals for the current year (unless a whole school indicator has been selected instead by the building administrator).

Schools may opt to use the CSDE climate survey for parents and students or design their own measures.

May/June

Educators develop and submit their Educator Reflection to the building administrator (or designee).

June

Administrators schedule and conduct their 3rd and final performance conversation of the year with each certified staff member. During this time they review the Educator Self-Assessment, student assessment data, teacher observation protocols, and related information. Based on this information, each educator is given a final rating for the school year.

September 15 (of next school year)

Schools that opt to use state assessment data, and if that data is not provided until the summer months, then the final ratings for each educator will be assigned by September 15th of the next school year.

Evaluators and Observers: The primary evaluator for all educators, with the possible exception of itinerant staff members, will be the school principal or assistant principal. The primary evaluator will be responsible for the overall evaluation process, including assigning summative ratings. A complementary observer may assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. They may also have special leadership responsibilities, such as lead teachers or dean of students. Complementary observers, as well as primary observers, must be fully trained as evaluators and demonstrate proficiency in conducting standards-based observations in order to be authorized to serve in this role.

The use of a complementary evaluator is at the discretion of the primary evaluator. Complementary observers may be assigned to conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring, and Auditing: All evaluators, including complementary observers, are required to complete training on the North Branford Educator Evaluation Program. This training may be provided through ACES or a similar organization (pending approval through the District Curriculum and Instruction office). Raters will be considered proficient once they complete all components of the training.

The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations, professional learning opportunities tied to evaluation feedback, and improved student performance.

The North Branford School District will provide training opportunities to support district administrators, evaluators, and teachers in implementing the model across their schools. Training will ensure that evaluators are proficient in conducting teacher evaluations.

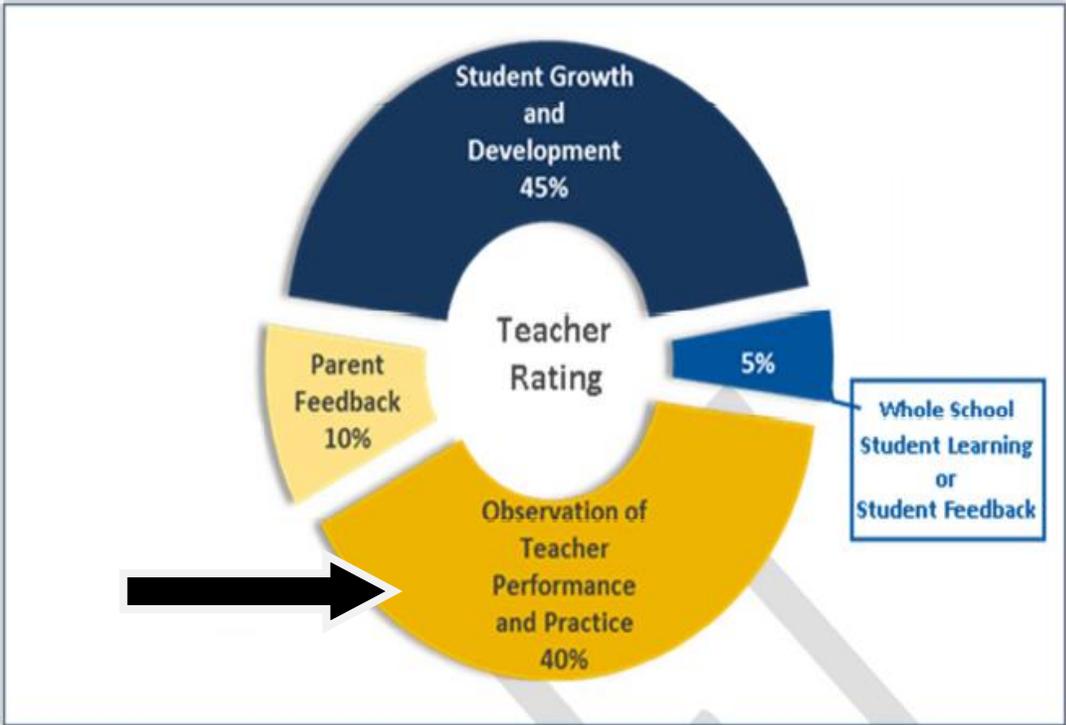
District Training will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to Charlotte Danielson's *Framework for Teaching* (2013)
- Establish a common language that promotes professionalism and a culture for learning through the lens of Danielson's *Framework for Teaching* (2013)
- Understand how coaching conversations support growth-producing feedback
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice. Inter-rater reliability and calibration is initially provided through training, and then through a series of collaborative discussions and joint observations undertaken by observers. Individuals who conduct a minimum of 20 observations per school year will not require further formal training. Individuals who conduct fewer than 20 observations per school year may be required to attend refresher training.
- Collaborate with colleagues to deepen understanding of the content

Furthermore, participants in the training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:

- Deepen understanding of the evaluation criteria
- Define proficient teaching
- Collect, sort and analyze evidence across a continuum of performance
- Engage in professional conversations and coaching scenarios
- Determine a final summative rating across multiple indicators

Observation of Teacher Performance & Practice



Teacher Performance and Practice

The Teacher Performance and Practice component is comprised of multiple observations. Following observations, evaluators provide teachers with specific feedback to improve teaching and learning.

The Framework for Teaching Evaluation Instrument: The North Branford Educator Evaluation Program is rooted in Charlotte Danielson’s *Framework for Teaching*. A framework for professional practice helps create a common language to elevate professional conversations. It also provides structure for self-assessment, reflection, and evaluation. In this case, it defines the practices that constitute excellence in teaching so expectations are explicit, consistent, and student-focused.

Danielson’s framework has been selected by the North Branford Schools because it is research-based, comprehensive, and purposeful, while not subscribing to any one teaching methodology. It identifies aspects of a teacher’s responsibilities that have been proven to promote improved student learning, and defines what teachers should know and be able to do within their profession. Danielson’s most recent text, *The Framework for Teaching Evaluation Instrument*, was published in 2013 due to instructional changes brought about by the Common Core State Standards (CCSS).

According to Danielson, the CCSS “envision deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skills of argumentation (students taking a position and supporting it with logic and evidence).”

The CCSS advocate the following recommendations:

- In English Language Arts and literacy in all subjects, a close reading of text and greater emphasis on nonfiction reading in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skills in the application of mathematical concepts

The CCSS target what students learn in school so they will be prepared for college and their career. This significantly impacts curriculum and assessment, and requires teachers to develop new instructional skills. One significant change is the emphasis on students taking a more active role in their own learning. In fact, the centerpiece of Danielson’s Framework is student engagement, which she defines not as students who are “busy” or “on task,” but as students who are “intellectually active.” According to Danielson, an exemplary educator is a professional who creates “a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions; initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.”

Danielson acknowledges that teaching is “highly complex work, and describing it is also challenging.” Her rubric, which is organized into 4 Domains and 22 Components, is intended to provide a common, clear language in describing the work of educators. The rubric describes four performance levels. It also provides focus to educator observations which paves the way for meaningful discussions about teaching and learning.

Charlotte Danielson's Framework for Teaching Evaluation Instrument

Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

Domain 2: The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

Domain 3: Instruction

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in the Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

The Observation Process: Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback.

The North Branford Educator Evaluation Program includes at least three observations throughout the year for each educator in order for the evaluator to obtain a comprehensive understanding of his/her practice. Observations will not necessarily cover an entire lesson. Partial observations will also provide valuable information. Observations are either formal or informal in nature. In both cases, an evaluator may collect

evidence of planning and preparation, classroom environment, instruction, and when possible, professional responsibilities by taking notes, documenting examples, collecting work samples, etc. (It is not the intention of this program for evaluators to scribe lessons). Observations will include a combination of formal, informal announced and unannounced observations depending upon the “category” the educator is in.

Formal Observations: In general, formal observations last at least 30 minutes, include a pre-observation conference, a post-observation conference, and written and verbal feedback.

Informal Observations: Informal observations should be approximately 10 minutes long and follow with written and/or verbal feedback. Most observations should be informal and unannounced, to capture an authentic view of practice.

Non-Classroom Observations or Reviews of Practice: All professional endeavors that are relevant to teachers’ instructional practices may be considered as part of their performance evaluations. These interactions may include, but are not limited to the following*:

- Reviews of lesson/unit plans and assessments
 - Planning meetings
 - Data Team meetings
 - Professional Learning Community meetings
 - Leadership Team meetings
 - Planning and Placement Team (PPT) meetings
 - 504 meetings
 - Response to Intervention (RTI) meetings
 - Call-logs or notes from parent-teacher meetings
 - Observations of coaching/mentoring other teachers
 - School or district committees
 - Attendance records from professional development or school-based activities/events.
- * PLEASE NOTE: If a process is considered within the context of a formal observation, that same event can NOT be viewed as a separate observation or review of practice.

Pre-Observation Conferences: Pre-observation conference meetings provide context to the lesson. It provides an opportunity for teachers and evaluators to discuss important variables such as class composition, students with special needs, and any factors influencing lesson design. Pre-conferences are optional for informal observations, but often a required component of formal observations. It should be noted that reviewing lesson plans in a pre-conference, prior to a scheduled observation, is one way to provide evidence for the planning domain.

Post-Observation Conferences: Post-observation conference meetings provide a forum for the evaluator and educator to reflect on the observation and support the teacher’s ongoing improvement. It is intended to provide an opportunity to engage in deep professional conversations about teaching and learning. A post-observation conference should include the following:

- An opportunity for the teacher to reflect on the lesson observed
- Objective evidence used to identify the teacher’s successes, improvements to be made, and where future observations may focus
- Written and/or verbal feedback from the evaluator (formal observations must contain both)
- Timely feedback, preferably within five business days of the observation

- Suggestions (generated by the evaluator or educator) for possible professional growth needs to enhance practice

Feedback: The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Timely feedback, preferably within five business days, should include:

- Specific evidence from the observation
- Prioritized commendations and recommendations, if any
- Next steps and supports, including professional development suggestions, to improve teacher practice
- A timeframe for follow-up (if relevant)

Required Observations: The number of required observations will be based on each teacher’s experience, prior ratings, needs and goals. For instance, teachers who are **not** Beginning Educators and have received and maintained an annual summative rating of proficient or exemplary, require only one formal observation every three years and three informal observations (including at least one review of practice each year) in all other years. It is recommended that at least one observation, formal or otherwise, be conducted in the area most related to a teacher’s Student Learning Objective(s). Teachers with proficient or exemplary designations may receive additional formal or informal observations if the evaluator deems it to be warranted.

Ultimately, the evaluator will determine how many observations are necessary in order to obtain a solid understanding of each teacher’s performance. The following table outlines observation requirements for most teachers:

Category	Number of Observations	Components
Beginning Educator	At least 3 formal observations	At least 2 observations include a pre-conference, and all include a post-conference with written and verbal feedback
Intermediate Educator	At least 3 observations or reviews of practice per year. One review of practice must be completed every year. At least one formal observation every 3 years.	The formal observation must include a post-observation conference with written and verbal feedback. Informal observations must include either verbal or written feedback.
Proficient Educator	At least 3 observations or reviews of practice per year. One review of practice must be completed every year. At least one formal observation every 3 years.	The formal observation must include a post-observation conference with written and verbal feedback. Informal observations must include either verbal or written feedback.
Exemplary Educator	At least 3 observations or reviews of practice per year. One review of practice must be completed every year. At least one formal observation every 3 years.	The formal observation must include a post-observation conference with written and verbal feedback. Informal observations must include either verbal or written feedback.

Some teachers may require more support in order to succeed in the classroom. For those teachers, the following minimum observations will take place:

Category	Number of Observations	Components
Developing Educator	At least 3 formal observations	At least 2 observations include a pre-conference, and all include post-conference with written and verbal feedback
Below Standard Educator	At least 3 formal observations	At least 2 observations include a pre-conference, and all include post-conference with written and verbal feedback

Sources of Evidence: Classroom observations generally provide the most evidence for Domains 1, 2, and 3 of Danielson’s Rubric. Non-classroom observations/reviews of practice generally provide the most evidence for Domain 4. Both pre- and post-conferences provide the opportunity for discussion of all four domains, including Domain 4: Professional Responsibilities. All interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation.

The Beginning Educator

The Beginning Educator category includes educators in their first and second year of teaching, as well as educators who previously worked as educators in public or private schools but who have not previously achieved tenure in the State of Connecticut within the last five calendar years. The district recognizes the many challenges facing a teacher at the start of his or her teaching career. This phase is designed to provide structured support, encouragement, and constructive feedback for non-tenured educators and experienced educators new to the school system or new to Connecticut.

Participants include:

- First and second year educators who have not achieved tenure in Connecticut within the last five calendar years prior to employment as a teacher in the North Branford Public Schools

Components include:

- Develop an annual Professional Growth Plan
- Minimum of three formal observations each year
- At least two of the formal observations include pre-conferences and
- All observations include post-conferences with written and verbal feedback
- Complete State TEAM requirements
- Annual submission of Educator Self-Assessment

The Intermediate Educator

The Intermediate Educator category includes educators in their third and fourth years of teaching in North Branford and/or teachers that are new to NBPS who previously achieved tenure in a Connecticut district within the last five calendar years prior to employment in North Branford. The district recognizes the need to provide structured support, encouragement, and constructive feedback for non-tenured educators and experienced tenured educators new to the school system.

Participants include:

- Third and fourth year non-tenured educators in NBPS
- Educators new to North Branford Public Schools who have earned tenure in another Connecticut district within the last five calendar years.

Components include:

- Develop an annual Professional Growth Plan
- Minimum of three observations each year
- If the last performance rating was proficient or exemplary, then at least 1 formal evaluation will be conducted every three years which will include both written and verbal feedback
- Annual submission of Educator Self-Assessment

The Proficient Educator

The Proficient Educator category includes educators who have met indicators of performance as determined by their last summative rating. It is expected that the majority of tenured educators will be in this category. The district recognizes the value of continued professional growth, which is emphasized at this level.

Participants include:

- Tenured educators who have met indicators of performance as reflected on their most recent summative rating

Components of the evaluation process include:

- Develop an Annual Professional Growth Plan
- Minimum of three observations or reviews of practice per year
- One review of practice must be completed every year
- At least one formal observation every three years which will include both written and verbal feedback
- Annual submission of Educator Self-Assessment

The Exemplary Educator:

The Exemplary Educator category includes educators who exceed indicators of performance as determined by their last summative rating. It is expected that very few educators will be included in this category. The district recognizes educators whose overall performances are deemed exemplary and who assume positive leadership roles within the school system and the profession.

Participants include:

- Tenured educators who have exceeded indicators of performance as determined by their last summative rating

Components of the evaluation process include:

- Develop an Annual Professional Growth Plan
- Minimum of three observations or reviews of practice per year
- One review of practice must be completed every year.
- At least one formal observation every three years which will include both written and verbal feedback
- Annual submission of Educator Self-Assessment

The Developing Educator

The Developing Educator category includes educators who have partially met indicators of performance as determined by their last summative rating.

The district recognizes that Beginning and Intermediate Educators may require additional support in order to succeed in the classroom. Additional observations and feedback are intended to provide the assistance they need to be offered continued employment and to reach proficiency as an educator. A Beginning Educators' failure to reach proficiency by the third and fourth year of employment with the North Branford Public Schools is considered an indicator of ineffectiveness. In such circumstances, it is unlikely that a Beginning Educator will continue in employment with the North Branford Public Schools. An Intermediate Educator's failure to reach proficiency in the year immediately prior to attainment of tenure is considered an indicator of ineffectiveness. In such circumstances, it is unlikely that an Intermediate Educator will continue in employment with the North Branford Public Schools. The district may consider any "developing" rating as the basis for a non-renewal decision for a Beginning or an Intermediate Educator.

In general, it is anticipated that tenured teachers will not be rated as "developing" at any point. This includes both observation ratings and summative ratings. (*Note: Developing ratings within a given domain or components are acceptable provided that the total observation rating is proficient*). If this occurs, the teacher will be provided with additional supervision, evaluations, and professional support in order to immediately improve his/her performance. However, if a tenured teacher receives at least 2 sequential "developing ratings" at any time, he or she will be considered "ineffective." The teacher will be required to develop a time-limited Professional Intervention Plan. (Please see Section V: Support and Development for more detailed information).

Participants include:

- Beginning and Intermediate Educators who have partially met indicators of performance as determined by their last summative rating
- A tenured educator that receives at least 2 sequential "developing ratings" at any time

Components of the evaluation process include:

- Develop an Annual Professional Growth Plan
- Minimum of three formal observations per year
- At least two observations include a pre-conference
- All observations include a post-conference with verbal and written feedback
- Close collaboration with the evaluator or designee to bring about improvement in the educator's performance.
 - Beginning Educators are expected to show improvement as demonstrated by a summative rating of "proficient" by their third and fourth years of teaching in NBPS.
 - Intermediate Educators are expected to show improvement as demonstrated by a summative rating of "proficient" in the year prior to their attainment of tenure.
 - Tenured educators are expected to demonstrate improvement immediately. A second consecutive rating of "developing" or "below standard" on an observation rating or summative rating will be considered to be an indicator of ineffectiveness, requiring a Professional Intervention Plan with specific steps to address areas of concern (as specified by the evaluator).
 - A tenured educator who is designated "developing" on two sequential observation ratings or summative ratings will follow the process identified in the below standard category.
- Annual submission of Educator Self-Assessment

The Below Standard Educator

The Below Standard Educator category includes all educators who did not meet indicators of performance as determined by their last summative rating. The district expects that no educator will receive a total observation rating or summative rating that falls within this category at any time. However, if it occurs, the educator will require a time-limited Professional Intervention Plan to immediately improve his/her performance. (Please see Section V: Support and Development for more detailed information)

Any educator who is rated “below standard” is considered to be ineffective. Ineffectiveness may be grounds for termination and/or non-renewal. Please note the following:

- Beginning Educators and Intermediate Educators may be permitted to continue in employment with a below standard rating in their first year only. Any below standard rating constitutes grounds for non-renewal of an educator’s contract of employment. A Beginning Educator must demonstrate improvement by earning a “developing” or “proficient” rating in the second year. An Intermediate Educator must demonstrate improvement by earning a “proficient” rating in the year immediately prior to attainment of tenure. The Beginning Educator is required to achieve proficient ratings in his/her third and fourth year in order to continue in employment with the North Branford Public Schools. The Intermediate Educator is required to achieve proficient ratings in the year immediately prior to attainment of tenure in order to continue in employment with the North Branford Public Schools.
- Tenured educators who receive a below standard rating at any time will immediately develop a Professional Intervention Plan and receive intensive supervision.

Participants may include:

- Beginning Educators in their first year of teaching in the NBPS
- Intermediate Educators in their first year of teaching in the NBPS
- Tenured educators who receive a below standard total observation rating or summative rating

Components of the evaluation process include:

- Develop an Annual Professional Growth Plan
- Minimum of three formal observations per year
- At least two observations will include a pre-conference
- All observations will include post-conferences with written and verbal feedback
- Development of a time-limited Professional Intervention Plan
- Annual submission of Educator Self-Assessment

Observation Ratings

Scoring: During observations, evaluators should take evidence-based notes, capturing examples of instances of what the teacher and students said and did in the classroom. (This is not intended to be a transcription). Evidence-based notes are factual (e.g., the teacher asked students to cite evidence from the text) not judgmental (e.g., the teacher used good comprehension strategies). Once the evidence has been documented, the evaluator can align the evidence with the Danielson rubric and make a determination about which performance level the evidence supports.

Performance levels are based on the 4-level matrix system below.

Performance Levels

Level	Rating	Definition
4	Exemplary	Exceeded the goal
3	Proficient	Met the goal
2	Developing	Partially met the goal
1	Below standard	Did not meet the goal

Final Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating (e.g. proficient, developing, etc.) and discuss it with teachers during the End of the Year Performance Conversation or by the last day of school. The primary evaluator should have collected a variety of evidence on teacher practice during the school year. Some questions to consider while analyzing evidence include:

- **Consistency:** What levels of performance have I typically seen throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area? If not, additional observations or reviews of practice may be warranted.
- **Trends:** Have I seen improvement over time that overshadows earlier observations outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from more rigorous lessons or interactions where I was able to better assess this aspect of performance?)
- **Judgment:** Teaching is inherently complex work, and must be addressed accordingly. Remember, assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and students. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases.

Calculation Process

The final rating will be calculated using a three step process:

1. Evaluator holistically reviews evidence collected through observations and interactions and reviews of practice. Evaluator analyzes the data for consistency, trends, and significance and uses professional judgment to determine component ratings for each of the 22 components. (Reminder: The 22 components are listed in the Danielson rubric)

See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
1a	Developing	2
1b	Developing	2
1c	Proficient	3
1d	Exemplary	4
1e	Proficient	3
1f	Proficient	3

2. Evaluator averages components within each domain to a tenth of a decimal to calculate domain level scores of 1.0 – 4.0.

Domain	Averaged Score
Domain 1	2.8
Domain 2	2.6
Domain 3	3.0
Domain 4	2.8

3. Evaluator applies domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice level score of 1.0-4.0.

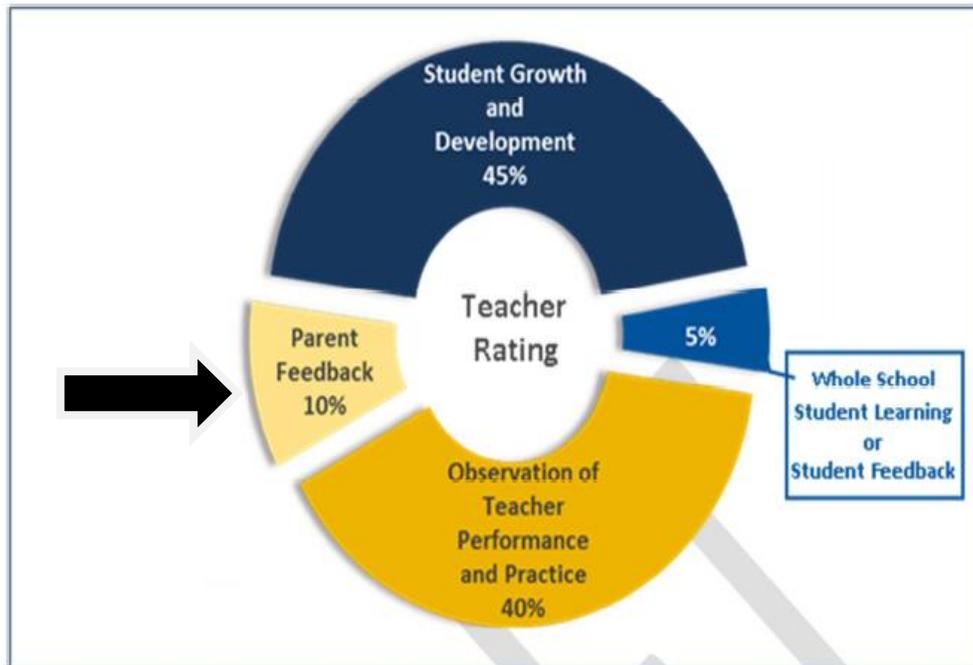
Each of the domain ratings is weighted according to perceived importance, and summed to form one overall rating score. Strong instruction and classroom environment are more heavily weighted than other domains at 35%. Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

The summative Teacher Performance and Practice rating that corresponds with the score (or level) will be shared and discussed with teachers in June. This process can also be followed in advance of the mid-year conference to develop a formative, mid-year Teacher Performance and Practice rating.

Level	Rating	Definition
4	Exemplary	Exceeded the goal
3	Proficient	Met the goal
2	Developing	Partially met the goal
1	Below standard	Did not meet the goal

Parent Feedback



Parent Feedback

Surveys: Parent feedback will be solicited through whole-school parent surveys. Surveys will be anonymous, demonstrate fairness, reliability, and validity and may be administered on-line or be sent/mailed home. Schools may elect to use annual Climate Surveys, which are administered in the Spring, for the purpose of collecting parent data, or use a different appropriate survey instrument. School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

Review of Results: Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent feedback goals based on survey results. Results from surveys addressed by teachers should align with students' improvement goals. This will occur in August or September so agreement could be reached on improvement goals for the entire school.

Parent Goal: After school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Goals may include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Targets: Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, a target may be specific to sending more regular correspondence to parents (e.g. bi-weekly updates, new website, newsletter, etc.).

The evaluator will ensure that the goal is related to the overall school improvement parent goal and that the targets are realistic.

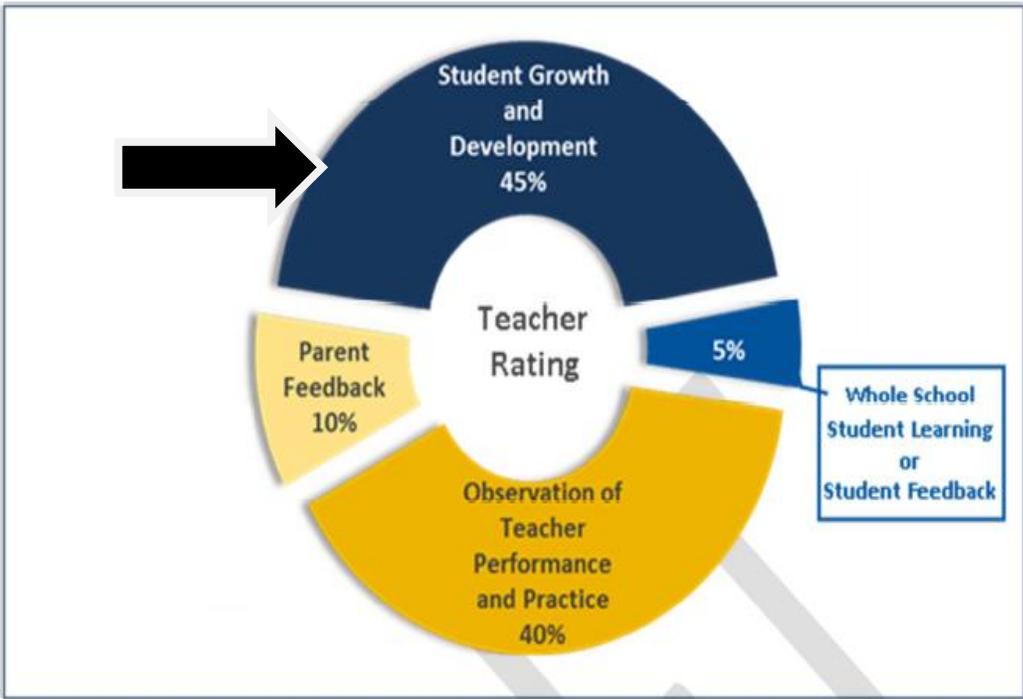
Measuring Progress: There are two ways a teacher can measure and demonstrate progress on their growth targets:

- (1) Measure how successfully the teacher implements a strategy to address an area of need
- (2) Collect evidence directly from parents (focus groups, interviews, targeted surveys....)

Final Ratings: The Parent Feedback rating is intended to reflect the degree to which a teacher successfully reaches their parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and/or survey results. A rating is determined based on the below scale:

Level	Rating	Definition
4	Exemplary	Exceeded the goal
3	Proficient	Met the goal
2	Developing	Partially met the goal
1	Below standard	Did not meet the goal

Student Growth and Development (Assessment Data)

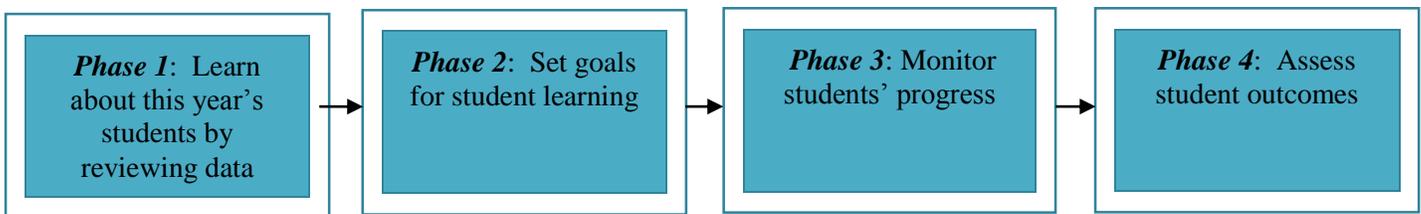


Student Growth and Development

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

Student Learning Objectives (SLOs) are carefully planned, long-term academic objectives that are used to measure student growth during the school year. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO Process: The student goal setting process takes place in 4 phases.



Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator.. The four phases of the SLO process are described in detail below:

Phase 1: Review the Data: The first phase begins in August and early September. During this time, teachers review and analyze their new students' data, which may include, but is not limited to, the following:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments, etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and 504 plans for students with identified disabilities
- Data related to English Language Learner (ELL) students and gifted students
- Attendance records
- Information about families, community, and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. Documenting the “baseline” data, or where the students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

During Phase 1 educators also consider district initiatives and key priorities, school/district improvement plans, and the building administrator’s goals (this is usually shared with staff during an August or September faculty meeting).

Phase 2: Set at least 1 SLO: Based on a review of data, teachers will develop at least one SLO that meets the needs of their students and aligns with the school improvement goals established by the principal. In order to create a SLO, the teacher proceeds as follows:

Step 1: Decide on the Student Learning Objective(s): The objective is a broad goal for student learning and expected improvement. This goal statement identifies a core idea, domain, knowledge and/or skill(s) students are expected to acquire for which baseline data indicates a need. The SLO 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. The SLO statement should reflect high expectations for student learning. Depending on the teacher’s assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective (SLO)
6 th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
11 th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9 th Grade English	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1 st and 2 nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 2: Select Indicators of Academic Growth and Development (IAGD): This is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. The SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment may create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their SLO with IAGDs based on non-standardized measures. *If only one SLO is developed multiple IAGDs are required.*

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*, which may* include 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 process of the *Guidelines for Educator Evaluation*, an additional non-standardized indicator.

* For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval.

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

- a maximum of one additional standardized indicator, if there is mutual agreement
- a minimum of one non-standardized indicator

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

As stated in the *Connecticut Guidelines for Educator Evaluation*, a standardized assessment is characterized by the following attributes:

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

Standardized assessments may include, but are not limited to the following:

- AP exams;
- SAT-9;
- DRA (administered more than once a year);
- DIBELS (administered more than once a year);
- NWEA (administered more than once a year);
- Trade certification exams;
- Standardized vocational ED exams;
- Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.

Non-standardized indicators may include, but are not limited to the following:

- Performances rated against a rubric (such as: music performance, dance performance);
- Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
- Portfolios of student work rated against a rubric;

- Curriculum-based assessments, including those constructed by a teacher or team of teachers;
- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: teacher developed tests, student written work, constructed project).

IAGDs should be rigorous, attainable and meet or exceed district expectations. Each indicator should make clear:

- What evidence/measure of progress will be examined
- What level of performance is targeted
- What proportion of students is projected to achieve the targeted performance level

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD
6 th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: -Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better -Students who scored a 2-4 will score 8 or better. -Students who scored 5-6 will score 9 or better. -Students who scored 7 will score 10 or better * This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.
11 th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 15: -80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. * This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.

9 th Grade English	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> - 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. - 40 students who scored 30-49 will increase by 15 points. - 10 students who scored 0-29 will increase by 10 points. <p>* This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</p>
1 st and 2 nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> - Grade 1- Expected outcome- Level 14-16 - Grade 2- Expected outcome- Level 22-24 <p>* These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</p>

Step 3: Provide Additional Information by documenting the following:

- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLO(s) to Evaluator for Review: SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review the SLO relative to the following criteria to ensure that SLOs across subjects, grade levels, and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress

- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective
Objective is relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators allow judgment about students' progress over the school year or semester during which they are with the teacher.	Objective is attainable but ambitious, and represents at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Phase 3: Monitor Students' Progress: Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers may, for example, examine student work; administer interim assessments; and track students' accomplishments and struggles. Teachers may share their interim findings with colleagues during collaborative time, and they may keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be discussed during the mid-year and end-of-year performance conversations, minimally. If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

Phase 4: Assess Student Outcomes Relative to SLO(s): Throughout the school year, the teacher should be collecting evidence required by their IAGDs, provide artifacts (when appropriate), and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the extent to which each goal was mastered citing evidence to support your claim.
2. Describe what you did to produce these results.
3. Describe what you learned and how you will use it to guide your future instruction.
4. List examples of professional experience or involvement that you have had this year.

Scoring: The category ratings generate the final, summative rating. Ratings are defined as follows:

Score	Category	Description
4	Exceeded	All or almost all students met the target(s) and many students exceeded the target(s) contained in the indicator(s) of academic growth and development.
3	Met	All students, or nearly all students, met the target(s) in the indicator(s).
2	Partially Met	Many students met the target(s), but many did not. The target(s) was missed by more than a few points or percentage points, but significant progress towards the goal was made.
1	Did Not Meet	A substantial proportion of students did not meet the target(s). Little progress towards the goal was made.

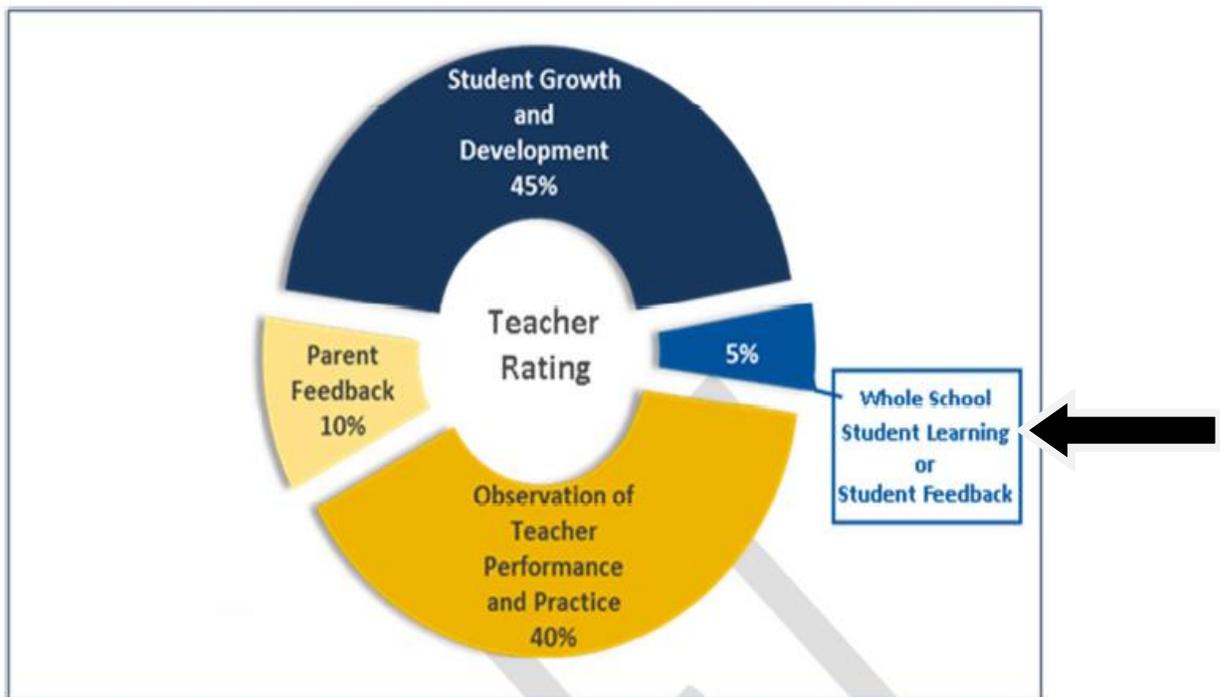
For SLOs with more than one indicator, the evaluator will score each indicator separately then average those scores for the SLO score.

If the teacher has selected more than one SLO, the final rating will be based on the average of the SLO scores. (For example, if one SLO was partially met, for 2 points, and the other SLO was met, for 3 points, the student growth and development rating would be 2.5).

	Averaged Domain Level Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	2.5

If no other standardized assessment measures are available except those provided by the state, and if the state assessment data has a significant impact in a final rating, the rating may be revised by September 15th of the following school year, after the state assessment data has been made available. If this assessment data is considered, it will be considered for all relevant staff members in a given building.

Whole-School Student Learning Indicators or Student Feedback



Whole-School Learning Indicators or Student Feedback

Schools can decide to use a whole-school student learning indicator, student feedback, or a combination of both.

Option 1: Whole-School Learning Indicators: If this option is selected, a teacher's indicator rating will be determined by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating, as part of his/her own evaluation rating. Indicators could include school-wide results from the Smarter Balanced assessment, learning outcomes for all students measured by end of the year benchmark assessments, or similar whole-school measures.

Option 2: Student Feedback: If this option is selected, student feedback will be collected through whole-school or teacher-level surveys.

Survey Instruments: Schools may develop their own surveys based on their different grade levels, use existing survey instruments, such as the School Climate survey, or those provided by the CSDE. Surveys will be anonymous, and demonstrate fairness, reliability, and validity. An age appropriate survey must be administered to each student. Both the language used in the survey and the administration protocol (paper or on-line; read by student or read by adult) shall be appropriate for the grade level. It is acceptable for one school to use different surveys for different types of classes (e.g. 'English survey, math survey, etc.). School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement.

Student surveys will not be applicable for all teachers. Administrators should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Results from surveys will be addressed. Here are some important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age appropriate instrument is available or designed.
- Special education students who would not be able to understand or respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed. Whenever possible, the pool of survey participants should be expanded to reach the minimum of 15. For instance, a special education teacher may develop a survey that is given to all students in his/her inclusion classes, as opposed to the smaller numbers on his/her caseload.

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

Survey Administration: Surveys should be confidential and anonymous.

Fall Baseline and Feedback Survey: Schools may elect to conduct two student feedback surveys each year. This is not required. The first, administered in the fall, will not affect a teacher's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous year. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide feedback to help the teachers grow professionally.

Establishing Goals: Teachers and their evaluators should use their judgment when setting goals for the student feedback component. The teacher must decide on what he/she wants the goal to focus on. A

goal may refer to a specific survey question (e.g. “My teacher makes lessons interesting.”) However, some instruments could group questions into categories or topics, such as “Classroom Control” or “Communicating Course Content,” and a goal may also refer to a category rather than an individual question.

Measuring Results: Results from surveys addressed by teachers should align with student learning goals. The teacher (or school) must decide how to measure results for the selected question or topic. CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. For example, if the survey instrument asks students to respond to questions with “Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” and “Strongly Agree,” performance on a goal would be measured as the percentage of students who responded “Agree” or “Strongly Agree” to the question.

Numeric Performance Target: Next, a teacher must set a numeric performance target. This should be based on growth or maintaining performance that is already high. For instance, a teacher may choose to aim for maintenance, as opposed to growth, when current performance exceeds 70% of students responding favorably to a question.

Student Feedback Summative Rating: In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

For whole-school student surveys, ratings are based on one of two options:

a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or

b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.

Summary: The following steps need to occur, undertaken by the teacher being evaluated through the mutual agreement of the evaluator:

- Review survey results from prior period (previous school year or fall survey)
- Set one measurable goal for growth or performance
- In the spring, administer surveys to students (if the climate survey is being used, otherwise the timeframe may change)
- Aggregate data and determine whether the goal was met
- The evaluator will assign a summative rating using the following scale:

Level	Rating	Definition
4	Exemplary	Exceeded the goal
3	Proficient	Met the goal
2	Developing	Partially met the goal
1	Below standard	Did not meet the goal

Section III:

Summative Teacher Evaluation Scoring

Summative Scoring

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories:

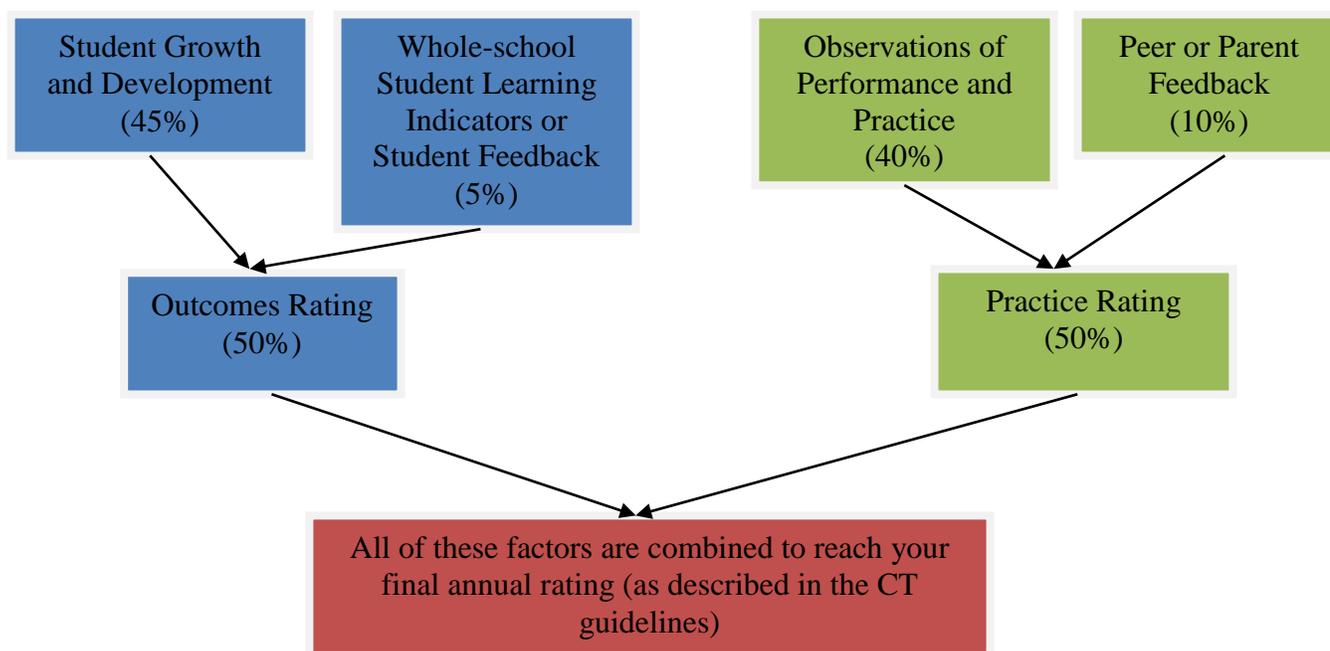
Teacher Practice Related Indicators

1. **Observation** of teacher performance (40% of teacher rating)
2. **Parent feedback** on teacher practice (10% of teacher rating)

Student Outcomes Related Indicators

3. **Student growth** (45% of teacher rating)
4. **Whole-school** measure of student learning or student feedback (5% of teacher rating)

Illustration of Summative Scoring



Performance Ratings

Every educator will receive one of four performance ratings:

Level	Rating	Definition
4	Exemplary	Exceeded indicators of performance
3	Proficient	Met indicators of performance
2	Developing	Partially met indicators of performance
1	Below standard	Did not meet indicators of performance

Calculating Ratings

The rating will be determined using the following steps:

1. Calculate a **Teacher Practice Related Indicators score** by combining the Observation of Teacher Performance and Practice score (40%) and the Parent Feedback score (10%). Multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE INDICATOR POINTS			142

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Ratings
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

2. Calculate a **Student Outcomes Related Indicators score** by combining the Student Growth and Development score (45%) and Whole School Learning/Student Feedback score (5%). 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	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Learning/Student Feedback	3	5	15
TOTAL STUDENT RELATED INDICATOR POINTS			173

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Ratings
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

3. Use summative matrix to **determine Summative Rating**. Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example above, the Teacher Practice Indicators rating is Proficient and the Student Related Indicators rating is Proficient. The summative rating is therefore, Proficient. If the two categories are highly discrepant (e.g. a rating of 4 for Teacher Practice and a rating of 1 for Student Related Indicators), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Summative Rating Matrix

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

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

Definition of Effectiveness and Ineffectiveness: The NBPS defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. A pattern may consist of a pattern of one rating.

Beginning Educators: It is important to note that Beginning Educators are permitted a below standard rating in their first year only. After that, they must demonstrate improvement by earning a “developing” or “proficient” rating. The Beginning Educators is required to achieve proficient ratings in the third and fourth year in order to continue in employment with the NBPS.

Intermediate Educators: It is important to note that Intermediate Educators are not permitted a below standard rating in the year immediately prior to their attainment of tenure. In the year immediately prior to achieving tenure, they must demonstrate improvement by earning a “proficient” rating in order to continue in employment with the NBPS.

Tenured Teachers: If a tenured teacher is designated as developing for two sequential total observation or summative ratings, then he/she will be considered ineffective and a Professional Intervention Plan will be developed. Tenured educators who receive a below standard rating at any time will immediately be considered ineffective, develop a Professional Intervention Plan and receive intensive supervision.

Dispute Resolution Process: In accordance with requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, and as clarified in the CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation (2014), the North Branford Educator Evaluation Program includes a process for resolving disputes where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback, or the professional growth plan.

The right of appeal is available to all educators. It is expected that most disagreements between the evaluator and the educator will be addressed through the normal process outlined for each phase. However, if a dispute arises that cannot be resolved within the normal process, the educator will submit, within five working days, an appeal request that clearly states the issue of disagreement and the particular phase or part of the evaluation process that is open to disagreement. This appeal request is sent to the Superintendent of Schools, with a copy to the evaluator. The Superintendent of Schools will deliver a decision within ten working days. The decision of the Superintendent is final and binding.

Evaluation of Student and Educator Support Specialists

CORE REQUIREMENTS for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, “The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist,” in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

The Connecticut State Department of Education (CSDE) recognizes the challenges faced by districts in evaluating educators who teach in non-tested grades and subjects. This group of professionals comprises approximately 69% of the educator work force in a district (National Comprehensive Center for Teacher Quality, 2011). The CSDE has developed a series of documents to guide the evaluation of Student and Educator Support Specialists (SESS) who comprise part of the 69%. These documents, which are being validated, are designed to assist administrators in conducting evaluations for individuals from a variety of disciplines. The North Branford Professional Development and Evaluation Committee (PDEC) will determine the appropriateness of using the CSDE documents or another research-based instrument (Danielson).

Student and Educator Support Specialists are those individuals, who by the nature of their job description, do not have traditional classrooms, but serve a “caseload” of students, staff and/or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. Guidance documents, to include sample Student Learning Objectives (SLOs), have been created for the following educators:

- Comprehensive School Counselors
- English Language Learner / World Language Educators
- Library Media Specialists
- Mathematics and English Language Arts Coaches
- School Psychologists
- Social Workers
- Special Education Teachers
- Speech and Language Pathologists
- Transition Coordinators
- School Nurses

Flexibility from Core Requirements for the Evaluation of Teachers: Student and Educator Support Specialists (SESS) shall have a clear job description and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.

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

- Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
 - The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level, or the whole school.
 - The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g., high absenteeism, highly mobile population in school).
 - The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
- Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
- When student, parent, and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents, and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Section IV:

Support and Development

Support and Development

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

Evaluation-Informed Professional Learning: Student success depends on effective teaching, learning, and leadership. North Branford’s vision for professional learning is that *each and every* Connecticut educator engages in continuous learning to increase professional effectiveness, resulting in positive outcomes for all students. The gaps between expectations for student performance and actual student performance should guide the content of professional development.

Evaluators and teachers are encouraged to work together to identify professional learning needs that support individual, building and district goals and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher’s practice and impact on student outcomes. The North Branford School District shall provide professional learning opportunities for educators based on individual or groups of individuals’ needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback.

Commitment: The North Branford School District recognizes the importance of on-going professional growth that promotes student achievement. Therefore, the following professional growth guidelines will be supported by:

- A district wide committee that will meet on a regular basis to identify professional development needs and make recommendations to the Director of Curriculum and Instruction;
- Adopting long-range and annual professional growth plans based on individual or groups of individuals’ needs that are identified through the evaluation process;
- Providing professional development that is focused on building the capacity of teachers to improve student learning (individually, in small group, and as members of a school community). and is job-embedded and reflects the expectations for accomplished practice;
- Providing contractual days (e.g. professional development days) and additional opportunities for professional growth activities;
- Providing funding, as available, to support professional growth activities;
- Supporting innovative and differentiated approaches to teaching and learning; and
- Providing professional release time for educators when needed to accomplish their professional growth plan, participate in planning activities, observe at off-site locations, attend off campus in-service, etc.

Professional Learning Communities: To create a collaborative culture, all staff members work as a team and belong to a Professional Learning Community (PLC) within their school, grade level, or department. They work interdependently towards the common goal of constantly improving student outcomes by having deep discussions about the key questions associated with learning. “Teams work together to clarify the intended outcomes of each grade level, course, or unit of instruction. They develop common assessments that they consider valid measures of student mastery. They jointly analyze student achievement data, draw conclusions, and establish team improvement goals. They support one another and share strategies and materials as they work together to accomplish goals that they could not achieve by working alone. The teams have the benefit of time, focus, parameters, access to information, and ongoing support as they engage in collective inquiry and action research. They work together in an ongoing effort to discover best practices and to expand their professional expertise (Eaker, DuFour, Dufour, 2002).”

PLCs are asked to reflect on the following three questions to guide their work:

- What do we expect students to learn?
- How will we know what students are learning?
- What will we do if they don't learn it?

PLC members meet at least once per week, most often on Wednesday afternoons and/or during common planning time, if available. The goal of PLCs is to ensure that all students reach high levels of academic success.

Instructional Walkthroughs: North Branford seeks to create a culture of openness and collaboration with frequent observations and feedback. This may be accomplished, in part, with instructional walkthroughs. Walkthroughs (a.k.a. Instructional Rounds) are part of an explicit practice that is designed to bring discussions of instruction into the process of school improvement. “Walkers” use a set of protocols and processes to observe, analyze, discuss, and understand instruction that can be used to strengthen teaching and learning (City, Elmore, Fiarmen & Teitel, 2010).

Instructional walkthroughs may occur on different levels and with a different focus or problem of practice:

Type	“Walkers”	Purpose
District	Central Office and building administrators	Inform district-wide improvement, see <i>what students are actually doing</i> to predict performance, monitor curriculum implementation, pinpoint professional development needs
School	Colleagues	Learn from others’ practices and identify strategies to try in other classrooms and settings, develop a common language, promote consistency across grade levels, discuss and reflect on walkthroughs as a PLC to improve learning and teaching in every classroom
Department	Entire departments or representatives from respective department(s)	Observe curriculum implementation at different grade levels (to avoid duplication and ensure rigor), learn from others’ practices and identify strategies to try in other classrooms and settings, promote cross-school collaboration and communication in curriculum planning, discuss and reflect on walkthroughs as a PLC to generate deep conversations about teaching and learning
Transition	Representatives from grades 2, 5, 8 and/or 3, 6, 9	Promote smooth transitions from school to school, become more knowledgeable about the strengths and challenges of students at different grade levels, promote cross-school collaboration and communication in curriculum planning

Instructional walkthroughs are not linked with supervision or evaluation. They are meant to build the knowledge and skills of the “walkers” and provide helpful, neutral feedback and suggestions of support for the host (City, Elmore, Fiarmen & Teitel, 2010). Walkers operate under the norms of candor and confidentiality to support discussions. Implemented correctly, instructional walkthroughs are a powerful way to focus on the instructional core of teachers and students in the presence of content.

Improvement and Remediation: If a teacher's performance is rated as developing or below standard, it signals the need for focused support and development. The teacher will receive increased supervision, which will include additional observations to monitor progress towards improved practices. In addition, the district will develop a Professional Intervention Plan. The plan should be collaboratively developed between the evaluator, teacher and the teacher's exclusive bargaining union. Teachers will be encouraged to consult and/or involve his/her bargaining representative. Professional Intervention Plans must:

- Identify targeted resources, support, and other strategies to be provided to address documented deficiencies.
- Delineate goals linked to specific indicators and domains within the observation of practice framework (Danielson's) that specify what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year issued.
- Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Process: The educator will be notified that he/she has received a developing or below standard total observation rating or summative rating within 10 school days. A subsequent meeting will be scheduled within three working days between the evaluator and the educator. The educator may invite someone to accompany him/her to this meeting. The evaluator will identify the areas of concern citing evidence collected to generate a performance rating. This evidence may include but is not limited to: observations, assessment data, parent or student feedback, examination of instructional lessons and/or materials, attendance or tardiness reports, and/or evidence of lack of attention to professional responsibilities, and lack of appropriate professional disposition. The evaluator will provide feedback to the educator that he/she will consider as he/she designs a Professional Intervention Plan.

Professional Intervention Plan: Within 10 working days from the meeting, the educator will design and present a Professional Intervention Plan to address each area of concern for administrative approval. The plan will include the following:

- Action steps/strategies, expected outcomes, resources required, indicators of success and a timeline needed for meeting minimum performance expectations.
- Other mutually agreed on professionals may become involved to assist the educator. These professionals may include: department heads, colleagues, district specialists, outside consultants or others. These individuals will provide support only and will not be involved in making the determination of whether the teacher has met the desired outcome.
- The evaluator(s) will determine the frequency, schedule of formal and informal observations, status reports and summary reports on progress, and the prescribed amount of time to succeed. This schedule will be provided to the educator in writing.
- A second evaluator will observe the educator during the time that he/she is "at-risk." In an effort to provide neutrality and fairness, the second evaluator may not be in the educator's current school or department.
- The educator is encouraged to maintain written documentation of progress toward action plan objectives.

- All feedback from the evaluator to the educator will be in writing and become part of the educator's personnel file which includes a Summative Report.

Outcomes: An educator placed in the Developing or Below Standard category working under the provisions of a Professional Intervention Plan will be expected to move to the Proficient category in a reasonable period of time (e.g. the next marking period), but in any case no later than the next school year. It is not intended to be a continuing status for any educator. If the educator has not met the indicators of success as noted in the Intervention Plan within the specified time and does not demonstrate proficiency, the evaluator(s) may recommend additional corrective action up to and including non-renewal of the educator for failure to meet the district's standards of excellence and/or termination of the educator's employment due to ineffectiveness. A cover letter noting these recommendations and any additional time constraints will be attached to the Summative Report.

Recommendation: Upon the predetermined date of review of progress toward meeting Professional Intervention Plan Action Steps, the evaluator will make one of the following recommendations to the Superintendent:

- Professional Intervention Plan is met and the educator has earned a "proficient" summative rating. The educator is now in the Proficient Educator category.
- The educator is making progress towards the Professional Intervention Plan but has not addressed all areas of concern and has earned a "developing" rating. The educator will continue to receive additional support as consistent with the Developing category for an additional 4 to 6 weeks.
- The educator has made little to no progress on Professional Intervention Plan objectives. Appropriate disciplinary action determined by evaluator will be taken, which may include recommendation for nonrenewal and/or termination due to ineffectiveness.

Tenure: In accordance with Connecticut General Statutes Section 10-151, Beginning Educators achieve tenure after forty (40) continuous school months of employment for the North Branford Public Schools. Intermediate Educators who previously achieved tenure within another Connecticut district within the previous five calendar years will attain tenure after twenty (20) continuous school months of employment. In order to continue in employment, at a minimum, Beginning and Intermediate Educators must continue to demonstrate "effective practice" as informed through performance evaluations. Educators who work less than half-time attain tenure in accordance with the procedure for calculating credit towards tenure as set forth in the statute.

Process: Intermediate Educators who are in the year immediately prior to the attainment of tenure must request a letter of recommendation from their building administrator. Prior evaluations and summative ratings will also be submitted to Central Office by the building administrator no later than March 1st each year. These documents will be used to demonstrate each tenure candidate's pattern of effectiveness and proficiency in the North Branford Schools, as consistent with the new teacher evaluation guidelines.

As previously stated, continuing employment will only be offered to Beginning Educators who earn "proficient" summative ratings in their third and fourth years of teaching and to Intermediate Educators who earn "proficient" summative ratings in the year immediately prior to attainment of tenure. (Extraordinary circumstances may be considered at the superintendent's discretion in collaboration with the building administrator).

Tenure candidates will be officially notified of their status prior to the close of the school year. The Board of Education will only offer continued employment to non-tenured educators who meet the standards of excellence of the district, and may non-renew non-tenured educators in accordance with Connecticut General Statutes Section 10-151, regardless of the proficiency ratings earned.

Career Development and Growth: The North Branford Schools recognize the importance of building the capacity of emerging teacher-leaders within the district. Administrators will strive to share and delegate leadership responsibilities, create new ones, and empower effective teachers to serve as mentors and models for others, particularly novice teachers. Educators will also be invited to serve on committees that impact school and/or district practices, as available. Other meaningful opportunities may include observation of peers during walkthroughs, assisting teachers who are seeking to improve through Professional Intervention Plans, leading Professional Learning Communities, providing professional development to peers, differentiated career pathways, and focused professional learning based on goals for continuous growth and development.

Job openings for leadership positions (e.g., department leaders, deans of students, lead teachers, etc.) will be posted through district and/or school websites. Applicants will be considered based on experience, suitability with job requirements, interest, and leadership potential. The process for applying will be fair, and consider all interested candidates. The building administrator will have the ultimate authority to assign applicants to leadership positions at the school level.

Educators working towards 092 (or other) certification will be supported by their building administrator and provided with professional development opportunities to enhance and extend their education when possible. This may include internship hours, the assignment of special projects, or job shadowing. Administrators will grant reasonable flexibility for teachers to attend classes, lectures, site visits, workshops, conferences, and similar professional growth opportunities, as well.

Closing Remarks: *The North Branford School District recognizes that teachers work in an environment of high-stakes accountability as schools strive to “raise the bar and narrow the gap” (Fullan, 2005). Teachers are working harder than ever before, and require high levels of support and access to professional development in order to succeed and thrive in their profession. The new teacher of today is the mentor teacher of tomorrow, provided that he/she has access to quality feedback in an evaluation system that recognizes his/her incalculable contributions to the classroom, school, and district.*

The North Branford School District thanks teachers for their dedication to the children of our community.

Section V: References

References

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Section VI:

Appendices

(Forms similar to formatting used in Teachscape and Danielson Rubric.)

NORTH BRANFORD PUBLIC SCHOOLS
Educator Evaluation Program: Professional Growth Plan

Educator:

Grade/Department:

School:

Date:

Component	Student Learning Objective or Goal	Indicators of Academic Growth and Development	Action Steps	Evidence of Progress
Student Growth and Development				
Parent Feedback				
Whole-School Learning Indicators or Student Feedback				

NORTH BRANFORD PUBLIC SCHOOLS
Educator Evaluation Program: Professional Growth Plan
EXAMPLE

Educator: Mrs. Smith Grade/Department: Second Grade School: Green Elementary Date: 9/20/12

Component	SLO or Goal	Indicators of Academic Growth and Development	Action Steps	Evidence of Progress
Student Growth and Development	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	By June: IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA. - Grade 1- Expected outcome- Level 14-16 - Grade 2- Expected outcome- Level 22-24 * These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.	1. Provide 90 minutes of reading instruction daily using the LA curriculum 2. Collaborate with PLC to design lessons, assessments, monitor progress and identify PD needs 3. Consult with LA consultant and RTI team to support students who are not meeting expectations	Benchmark assessments, tests, written work, performance assessments, report card grades, CARS (for Tier 2 and 3 students)
Parent Feedback	I will strengthen home-school partnerships by increasing communication with parents.	I will send home bi-weekly updates on students' activities along with suggestions for helping children practice skills at home.	1. Bi-weekly electronic letters or newsletters containing helping educational websites 2. Updates to the teacher webpage 3. A minimum of 2 parent workshops offered in the evenings	Artifacts: copies of letters and newsletters, website content, fliers and informational materials from workshops
Whole-School Learning Indicators or Student Feedback	My students will feel safe in my classroom in accordance with PBIS.	75% of student will respond positively to a class survey indicating that they feel safe in their classroom.	1. Classroom rules and a contract will be established by students in September 2. Students will identify appropriate ways to report unsafe behaviors 3. Students will practice self-advocacy with teacher assistance 4. Classroom rewards will be provided to reinforce pro-social behavior	Classroom rewards earned, low rate of office referral forms, student survey results

NORTH BRANFORD PUBLIC SCHOOLS
Educator Evaluation Program

Pre-Observation Form (OPTIONAL)

Educator: _____ School: _____

Date: _____ Position/Subject: _____

What is your objective for this lesson?

Please describe how your lesson connects to the curriculum guide, educational program, Response to Intervention Plan (RTI) or Individual Education Plan (IEP).

What instructional activities or strategies will you use to meet your lesson objective?

4. How have you differentiated your instruction to meet the needs of all learners in the class or group?
5. How does this lesson tie into prior and future lessons?
6. How will you know that students have achieved the objective?
7. Is there anything in particular you would like this evaluator to observe during the observation?

Post-Observation Reflection Form (OPTIONAL)

Based on an examination of student work/performance, please reflect on the success of this lesson

What do you think were the strengths of this lesson, and why?

In retrospect is there anything you would have done differently, and if so, what would that be?

How will you use data/information collected from this lesson to inform future instruction?

How will you provide effective feedback to your students about their learning and performance?

APPENDIX C: Domain Levels of Performance

(based on Danielson's *Framework for Teaching*, 2013)

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

	Below Standard	Developing	Proficient	Exemplary
<i>Ia: Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<i>Ib: Demonstrating Knowledge of Students</i>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<i>Ic: Setting Instructional Outcomes</i>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

	Below Standard	Developing	Proficient	Exemplary
<i>Id: Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Ie: Designing Coherent Instruction</i>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
<i>If: Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

	Below Standard	Developing	Proficient	Exemplary
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral:	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	Below Standard	Developing	Proficient	Exemplary
2d: Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

	Below Standard	Developing	Proficient	Exemplary
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using questioning / prompts and discussion	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging students in learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

	Below Standard	Developing	Proficient	Exemplary
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating flexibility and responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

	Below Standard	Developing	Proficient	Exemplary
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

	Below Standard	Developing	Proficient	Exemplary
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

NORTH BRANFORD PUBLIC SCHOOLS
Educator Evaluation Program
Teacher Observation Protocol & Evidence Worksheet

Teacher: _____ Subject: _____ Date: _____ Duration: _____ Observation #: _____

	DOMAINS & COMPONENTS	Rating 1-4	Cite Evidence from Observation/Review of Practice
	DOMAIN 1: Planning for Active Learning		
1a.	Demonstrates knowledge of content and pedagogy		
1b.	Has knowledge of students		
1c.	Sets instructional outcomes		
1d.	Demonstrates knowledge of resources		
1e.	Designs coherent instruction		
1f.	Designs student assessment		
	Overall Rating Domain 1		
	DOMAIN 2: Classroom Environment & Commitment to Learning		
2a.	Creates an environment of respect and rapport		
2b.	Has established a culture for learning		
2c.	Manages classroom procedures		
2d.	Manages student behavior		
2e.	Physical space is organized		
	Overall Rating Domain 2		
	DOMAIN 3: Instructing for Active Learning		
3a.	Communicates effectively with students		
3b.	Uses questioning and discussion techniques		
3c.	Engages students in learning		
3d.	Uses assessment in instruction (formally or informally)		
3e.	Demonstrates flexibility and responsiveness		
	Overall Rating Domain 3		
	DOMAIN 4: Professional Responsibilities & Leadership		
4a.	Reflects on teaching		
4b.	Maintains accurate record		
4c.	Teacher communicates with and engages families about student learning		
4d.	Participates in professional community		
4e.	Continues to grow and develop professionally		
4f.	Shows professionalism		
	Overall Rating Domain 4		
	Total Observation Rating		

NORTH BRANFORD PUBLIC SCHOOLS
Educator Evaluation Program
Teacher Observation /Protocol Evidence Worksheet
EXAMPLE

Teacher: _____ Subject: _____ Date: _____ Duration: _____ Observation #: _____

	DOMAINS & COMPONENTS	Rating 1-4	Cite Evidence from Observation/Review of Practice
	DOMAIN 1: Planning for Active Learning		
1a.	Demonstrates knowledge of content and pedagogy	3	Provides clear explanation of material, cites interdisciplinary connections
1b.	Has knowledge of students	3	Knows students level of cognitive development, incorporates learning needs into lessons
1c.	Sets instructional outcomes	3	Outcomes represent rigorous and important learning, related to “big ideas”
1d.	Demonstrates knowledge of resources	3	Range of texts used, internet resources used, guest speakers
1e.	Designs coherent instruction	3	Activities support expected outcomes, structured lesson plans, higher order
1f.	Designs student assessment	3	Correspondence between outcomes and assessment, variety of opportunities
	Overall Rating Domain 1	3	
	DOMAIN 2: Classroom Environment & Commitment to Learning		
2a.	Creates an environment of respect and rapport	3	Active listening, respectful talk, fairness, body language
2b.	Has established a culture for learning	3	High expectations for learning, work and participation,
2c.	Manages classroom procedures	3	Smooth function of routines, students knowing what to do
2d.	Manages student behavior	3	Clear standards for behavior, reinforcement of positive behavior
2e.	Physical space is organized	3	Safe, pleasant, accessibility for all students, effective use of physical resources
	Overall Rating Domain 2	3	
	DOMAIN 3: Instructing for Active Learning		
3a.	Communicates effectively with students	3	Students raised hands frequently to answer questions and teacher gave feedback on responses (e.g. “that was a good example of summarizing, nice job.”)
3b.	Uses questioning and discussion techniques	3	Teacher uses open-ended questions: (“Using evidence from the text, tell me why...”)
3c.	Engages students in learning	3	Student participation was high, students were productively engaged in seatwork.
3d.	Uses assessment in instruction (formally or informally)	3	See component 1d for evidence, specific questions, circulating and providing feedback
3e.	Demonstrates flexibility and responsiveness	3	Teacher changed pacing after picking up on student confusion – reviewed concept
	Overall Rating Domain 3	3	
	DOMAIN 4: Professional Responsibilities & Leadership		
4a.	Reflects on teaching	3	Accurate reflection, cites adjustments, identifies ways to improve
4b.	Maintains accurate record	3	Systems that track progress , processes of maintaining non-instructional records
4c.	Teacher communicates with and engages families about student learning	3	Frequent and culturally appropriate information sent home, two-way communication
4d.	Participates in professional community	3	Active participation in PLC, curriculum writing, committees
4e.	Continues to grow and develop professionally	3	Workshops, course, academic reading, learning networks, professional organizations
4f.	Shows professionalism	3	Supports students and colleagues , fulfills district mandates, acts with integrity and honesty
	Overall Rating Domain 4	3	

	Total Observation Rating	3	PROFICIENT
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NORTH BRANFORD PUBLIC SCHOOLS
Educator Evaluation Program

Self-Assessment

Educator: _____

Date: _____

School: _____

Position/Subject: _____

Directions: Please report on your Student Learning Objective(s) (SLO(s) and goals by answering the following questions:

1. Describe the extent to which each goal was mastered (e.g. 75%, 90%, etc.) citing evidence to support your claim (e.g. benchmark assessment, unit test, portfolio, etc).

SLO or GOAL (list each one below)	Mastery/IAGD	Evidence	Comments (if any)
1.			
2.			
3.			

2. Describe what you did to produce these results.

3. Describe what you learned and how you will use it to guide your future instruction.

4. List examples of professional experience or involvement that you have had this year. (You might include, but not limited to, extracurricular activities, courses taken, contests, field trips, student awards, personal awards/recognition, community service projects, professional growth beyond the classroom, conferences/workshops attended and/or presented, committee activities, etc.)

5. If there are additional accomplishments or experiences that you would like to share, please do so here:

NORTH BRANFORD PUBLIC SCHOOLS
Educator Evaluation Program

Final Observation Rating Calculations Worksheet

Teacher Name: _____

Date: _____

Directions: 1. Review the evidence collected through multiple observations and interactions. Analyze data for consistency, trends, and significance to determine ratings for each component.

Domain	Components	Rating	Score
Domain 1	1a		
	1b		
	1c		
	1d		
	1e		
	1f		
Domain 2	2a		
	2b		
	2c		
	2d		
	2e		
Domain 3	3a		
	3b		
	3c		
	3d		
	3e		
Domain 4	4a		
	4b		
	4c		
	4d		
	4e		
	4f		

2. Average components within each domain to a tenth of a decimal to calculate domain level scores

Domain	Averaged Score
Domain 1	
Domain 2	
Domain 3	
Domain 4	

3. Apply domain weights to domain scores to calculate an overall rating

Domain	Score	Weighting	Weighted Score
Domain 1		15%	
Domain 2		35%	
Domain 3		35%	
Domain 4		15%	
Total			
Performance Level			

Reminder: 1.0 = Below standard; 2.0 = Developing; 3.0 = Proficient; 4.0 = Exemplary

NORTH BRANFORD PUBLIC SCHOOLS

Educator Evaluation Program

Final Observation Rating Calculations Worksheet

EXAMPLE

Teacher Name: Mrs. Smith

Date: May 15, 2012

Directions: 1. Review the evidence collected through multiple observations and interactions. Analyze data for consistency, trends, and significance to determine ratings for each component.

Domain	Components	Rating	Score
Domain 1	1a	Developing	2
	1b	Developing	2
	1c	Proficient	3
	1d	Exemplary	4
	1e	Proficient	3
	1f	Proficient	3
Domain 2			
	2a	Exemplary	4
	2b	Exemplary	4
	2c	Proficient	3
	2d	Exemplary	4
	2e	Proficient	3
Domain 3			
	3a	Proficient	3
	3b	Exemplary	4
	3c	Proficient	3
	3d	Proficient	3
	3e	Proficient	3
Domain 4			
	4a	Proficient	3
	4b	Developing	2
	4c	Proficient	3
	4d	Proficient	3
	4e	Developing	2
	4f	Proficient	3

2. Average components within each domain to a tenth of a decimal to calculate domain level scores

Domain	Averaged Score
Domain 1	2.8
Domain 2	3.6
Domain 3	3.2
Domain 4	2.7

3. Apply domain weights to domain scores to calculate an overall rating

Domain	Score	Weighting	Weighted Score
Domain 1	2.8	15%	0.4
Domain 2	3.6	35%	1.3
Domain 3	3.2	35%	1.1
Domain 4	2.7	15%	0.4
Total			3.2
Performance Level	3.2		Proficient

Reminder: 1.0 = Below standard; 2.0 = Developing; 3.0 = Proficient; 4.0 = Exemplary

**NORTH
BRANFORD
PUBLIC SCHOOLS**
**Educator Summative Calculations Rating
Worksheet**

Educator: _____

Date: _____

Evaluator: _____

Category: _____

Overall Teacher Practice Rating					
Overall Student Outcomes Rating		4	3	2	1
	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Component	Score (1-4)	Weight	Points (score x weight x 100)
Observation of Teacher Performance and Practice (APPENDIX I)		40%	
Parent Feedback		10%	
TOTAL TEACHER PRACTICE INDICATOR POINTS			
Overall TEACHER PRACTICE RATING			

TEACHER PRACTICE RELATED INDICATORS RATING

Teacher Practice Indicators Points	Teacher Practice Indicators Ratings
50-80	Below Standard (1)
81-126	Developing (2)
127-174	Proficient (3)
175-200	Exemplary (4)

Component	Score (1-4)	Weight	Points (score x weight x 100)
Student Growth and Development (SLOs)		45%	
Whole School Learning/Student Feedback		5%	
TOTAL STUDENT RELATED INDICATOR POINTS			
Overall STUDENT OUTCOMES RATING			

STUDENT OUTCOMES RELATED INDICATORS RATING

Student Outcome Indicators Points	Student Outcome Indicators Ratings
50-80	Below Standard (1)
81-126	Developing (2)
127-174	Proficient (3)
175-200	Exemplary (4)

Teacher Practice Numeric Rating _____

Student Outcomes Numeric Rating _____

SUMMATIVE MATRIX RATING _____

Appendix: G

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Document 2 ID	interwovenSite://SGDMS/SG/4021017/2
Description	#4021017v2<SG> - North Branford BOE/Gen.; NBPS EEP 2015-2016 Work Copy (AHL Revisions)
Rendering set	Standard

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Padding cell	

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	Count
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Moved to	0
Style change	0
Format changed	0
Total changes	127

Excellence in Education



**ADMINISTRATOR EVALUATION PROGRAM
2015-2016**

Revised – April 2015

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NORTH BRANFORD PUBLIC SCHOOLS

Educator Evaluation Program

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NORTH BRANFORD PUBLIC SCHOOLS

Educator Evaluation Program

Vision Statement:

The North Branford Public Schools will be schools of excellence characterized by continuously improving student achievement; staff and programming focused on student success; and an exceptional learning environment.

Mission Statement:

It is the mission of the North Branford Public Schools to foster a strong learning environment focused on academic excellence and a positive school climate which prepares each student to be a responsible 21st Century citizen of the world.

Core Beliefs

We believe that:

Education is a shared responsibility among students, teachers, staff, parents, and the community.

All students can learn.

All students have abilities and talents that are worthy of being recognized and developed.

Students and staff have the right to a safe, respectful, and challenging environment conducive to learning.

Section I: An Overview



NORTH BRANFORD PUBLIC SCHOOLS

Administrator Evaluation Program

Introduction

Public Act 12-T PA 12-116 was signed into law by Governor Dannel P. Malloy on May 15, 2012. Provisions include new requirements for the evaluation of administrators to be developed and implemented by local and regional boards of education in August 2013.

Summary

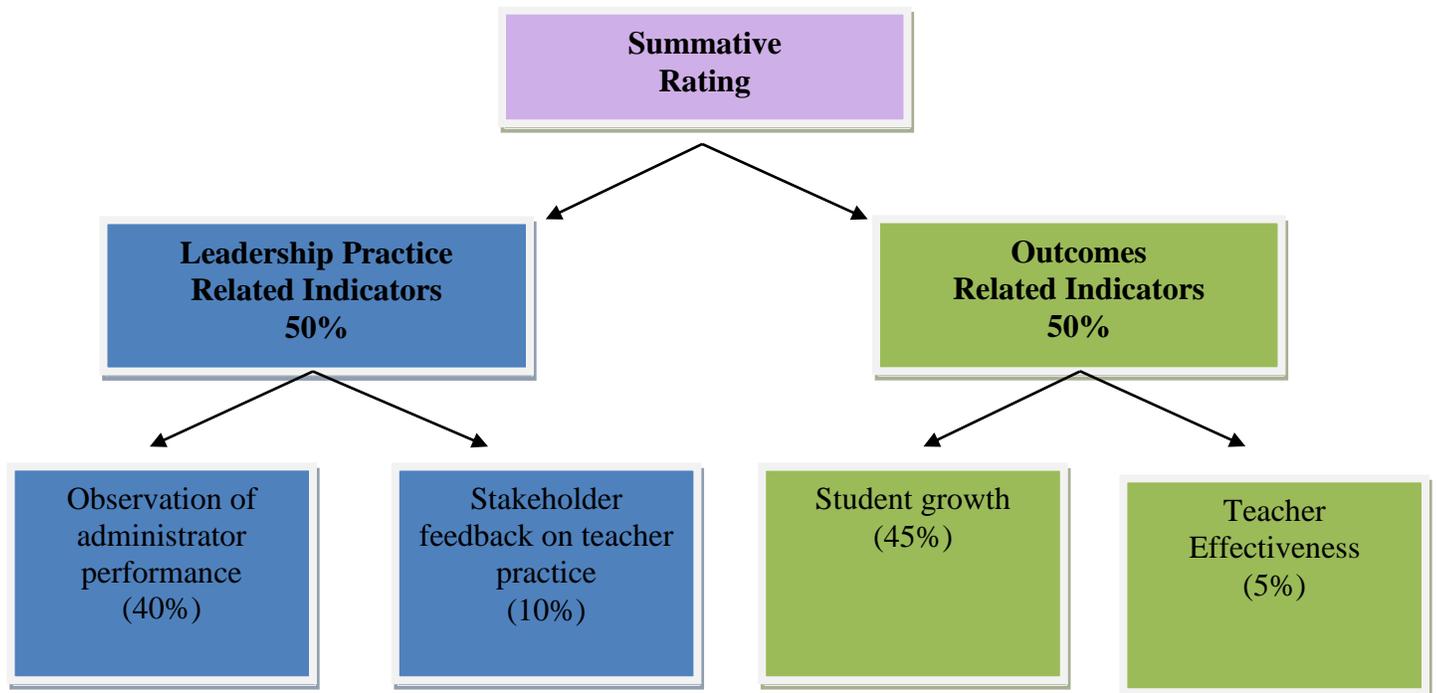
The Connecticut administrator evaluation model defines principal effectiveness in terms of the following:

- Leadership Practice
- Leadership Outcomes results (teacher effectiveness and student achievement)
- Community relations (Stakeholder feedback)

Core Design Principle

The evaluation of principals and other administrators is essentially a data-based assessment that focuses on continuous improvement and growth over time. Four areas of administrator performance are included in the evaluation – student learning (45%), leadership practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).

Categories and Indicators



Data Based Assessment

The table below provides a brief summary of each area of performance and how it is measured.

Area of Performance	% of Rating	Measured by (examples)	Comments
Student Learning	45%	-Students' assessment data -Grades -Graduation rates	Measurements will vary based on the grade/subject
Leadership Practice	40%	An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence as described in <u>Performance Expectations in the Common Core of Leading: CT School Leadership Standards</u>	See Leader Evaluation Rubric (Appendix A)
Stakeholder Feedback	10%	Based on survey data obtained from parents, students, and teachers	School climate surveys may be used
Teacher Effectiveness	5%	Based on an aggregation of teachers' progress towards student learning objectives	

4-Level Matrix Rating System

Performance levels and ratings for the components are defined as follows:

Level	Rating	Definition
4	Exemplary	Exceeded indicators of performance
3	Proficient	Met indicators of performance
2	Developing	Partially met indicators of performance
1	Below Standard	Did not meet indicators of performance

Summative Rating Four-Level Matrix Rating System

The evaluation system contains 4 levels of performance for administrators. Summative rating are determined by equally weighing the Administrator Practice Rating and the Outcomes Rating. Summative Rating Performance levels are defined as follows:

Level	Rating	Definition
4	Exemplary	Substantially exceeded leadership goals
3	Proficient	Met leadership goals
2	Developing	Met some of leadership goals but not others
1	Below Standard	Did not meet leadership goals

Evaluators will inform teachers of their final performance rating category during their End of the Year Summative Review.

The plan 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.

Evaluators and Observers

The primary evaluator for all administrators will be the superintendent or the superintendent's designee. The superintendent and the superintendent's designee must be fully trained as evaluators and demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the 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. North Branford will adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

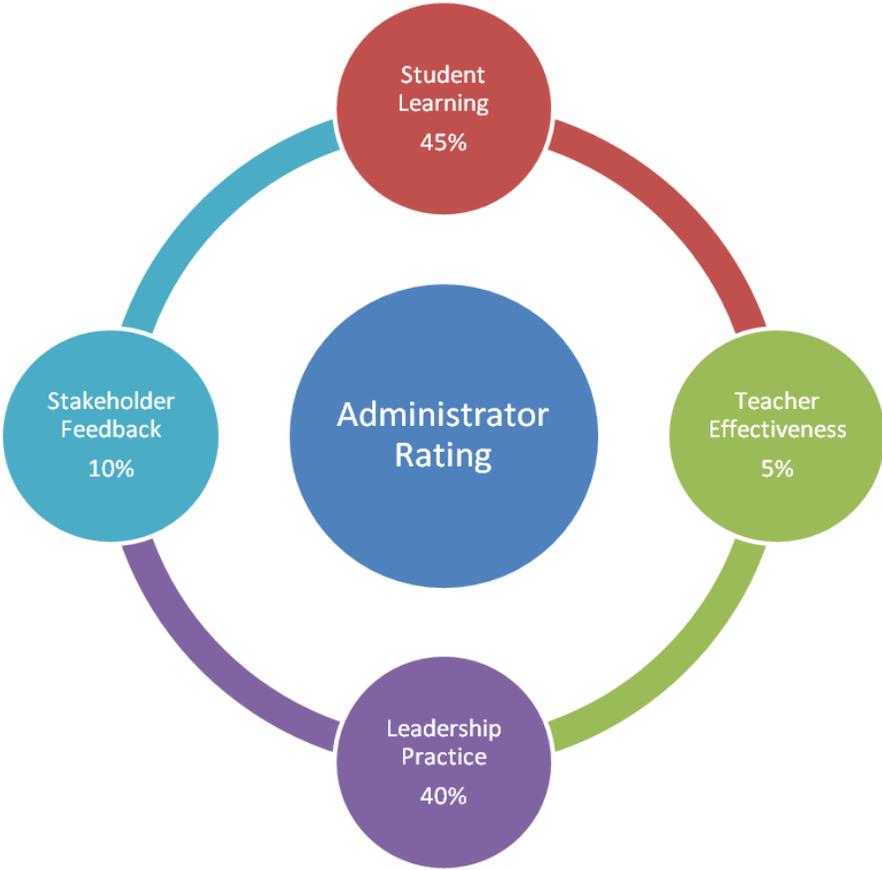
This comprehensive training will give evaluators the opportunity to:

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

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

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

Section II: The Administrator Evaluation Process



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** on the next page) 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 two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
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.

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.

Superintendents can determine when the cycle starts. For example, many will want their principals 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.



*Summative assessment to be finalized in August

Orientation and Goal-Setting

Prior to the beginning of the school year, administrators will be presented with the most recent version of the NBPS Evaluation Program during an orientation to the process. The orientation will include an overview of the process with specific attention paid to changes to the plan from the previous year's plan, the rubric that will be used to assess administrator practice, requirements for instruments used to gather feedback, and the process and calculation by which all evaluation elements will be integrated into the overall rating (including weights of Standards within the Common Core Leading Rubric for Leadership Practice Rating).

Administrators will then develop their own “evaluation plan” based on their School Improvement Plan. This requires the administrator to complete the following steps:

- Identify the student learning needs of current students by reviewing all available student learning data (grades, state assessments, district-wide assessments, attendance records, course credits, etc.). The administrator selects 3 student learning goals to focus on for the new school year.
- Review and analyze school surveys from the previous spring (e.g., School Climate Survey) to identify 1 stakeholder goal to focus on for the new school year.
- Select 2 areas of focus from the Common Core of Leading: CT School Leadership Standards that will assist in accomplishing student learning goals and stakeholder goals during the new school year. (Administrators will be assessed on *all* of the standards)
- Reflect on any district improvement goals or other district-wide priorities identified by the superintendent that should be included in the evaluation plan.

Based on the above information, administrators will develop their proposed evaluation plan to share with the evaluator.

The Process of School Improvement Planning

Overview

School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved and measured. The ultimate objective of the process is to improve student achievement.

A school improvement plan specifies areas that a school intends to focus on during the school year. It identifies learning goals and measurable outcomes, and determines a timeline in which the goals will be accomplished. A school improvement plan is also a method to hold schools accountable for students’ academic progress.

Needs Assessment

In order to set meaningful student learning goals, administrators must first assess their current students’ learning needs using available data. This should occur during the months of August and September. Some important data sources include, but are not limited to the following:

- State administered assessments (e.g., CMT, CAPT)
- Benchmark assessments
- Student report cards
- RTI data
- IEPs
- Graduation rates
- Credit accumulation
- AP tests
- Attendance/tardy data, discipline referrals, detention, suspension and expulsion rates

Administrators analyze the data and identify patterns that reveal growth needs. Based on the results, they will identify three student learning goals to be included in the annual school improvement plan. This will guide the work to be carried out over the course of the school year. The plan must be submitted to the superintendent by no later than November 1st of a given school year.

School Improvement Plan

The administrator works together with staff members to improve the quality of school programs by reviewing the impact of current practices on student learning. Multiple measures will be used to monitor student achievement. Again, the goal is to ensure students' continuous progress towards learning goals. The administrator considers promising research-based alternatives to current practices, and implements changes to improve outcomes for all students.

The school improvement plan unifies the work of the school community by providing a shared, compelling vision for how student learning needs will be met over the course of a given school year. It may also address other needs related to improving the school community (e.g. school climate, health and wellness initiatives, school-wide events and activities, community involvement, etc.).

School improvement plans will contain the following information:

- Three student learning goals
- One stakeholder goal
- Measurable outcomes
- Timelines

Performance Conversations

Three performance conversations take place during the course of the school year to ensure that the evaluator, superintendent or designee, and administrator communicate and collaborate on issues related to teaching and learning with a focus on student achievement and academic growth.

First Performance Conversation- Goal-Setting Conference

The administrator and evaluator meet to review, discuss and finalize the administrator's proposed evaluation plan during the first performance conversation, which takes place in the fall. An agreement between the evaluator and administrator on performance targets for the student learning indicators, teacher effectiveness outcomes and stakeholders feedback will be reached. If an agreement cannot be reached, the superintendent or designee makes the final determination about performance targets. Weights for each standard in the Common Core of Learning rubric will also be identified during this conference.

Second Performance Conversation- Mid-Year Formative Review

The administrator and evaluator meet in January or February to review the administrator's progress towards student learning targets and other areas of performance outlined in the evaluation plan. At that time, goals may be revised based on new information (e.g. an influx of new students, etc.). If an agreement cannot be reached on new goals, the superintendent or designee makes the final determination about performance targets.

Third Performance Conversation- End-of-Year Summative Review Conference

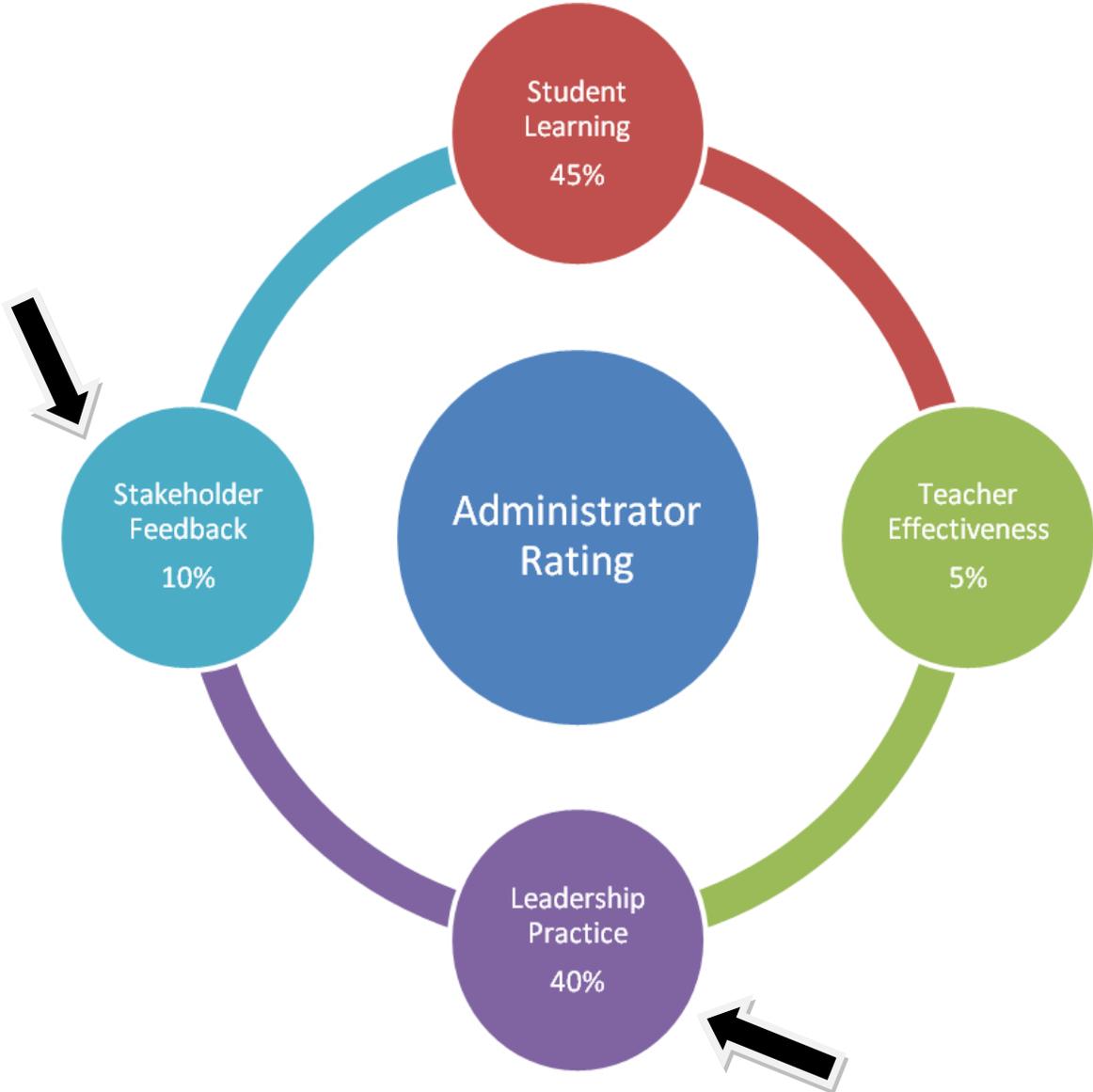
Prior to this meeting, the administrator reviews evidence of his/her practice, student achievement data, teachers' summative ratings, and other documentation to determine his/her progress towards meeting the goals outlined in the evaluation plan. Based on this information, the administrator generates a Self-Assessment (using the designated section of the Administrator Evaluation form). The Self-Assessment is reviewed during the third and final performance conversation. Following the End-of-Year Conference, the evaluator assigns the administrator a summative rating and generates a summary report of the evaluation prior to June 30th *.

*If state test data may have a significant impact on a final rating, a final rating may be revised before September 15th when state test data are available.

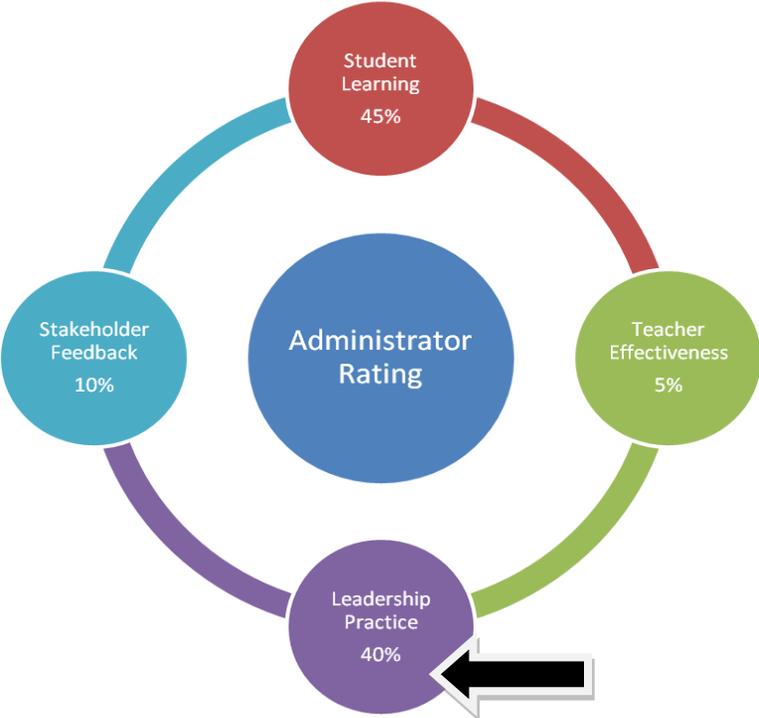
Performance Conversations

Performance Conversation	Activities	Due By
	<ul style="list-style-type: none"> • Orientation • Goal Setting 	August/September
Performance Conversation 1	<ul style="list-style-type: none"> • Beginning of the Year Meeting • Administrator shares his/her Administrator Evaluation Plan with evaluator 	October (no later than November 1)
	<ul style="list-style-type: none"> • Plan Implementation and Evidence Collection 	September- June
Performance Conversation 2	<ul style="list-style-type: none"> • Mid-Year Meeting • Interim data is reviewed to determine progress towards the Administrator's Evaluation Plan 	January/February
Performance Conversation 3	<ul style="list-style-type: none"> • End of the Year Meeting • Administrator submits his/her Self-Assessment • Summative Ratings are assigned by the evaluator 	By the end of end of the school year

Leadership Practice Related Indicators



Component I: Leadership Practice



Leadership Practice

An assessment of an Administrator's Leadership Practice is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards.

Common Core of Leading: Connecticut School Leadership Standards

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.*

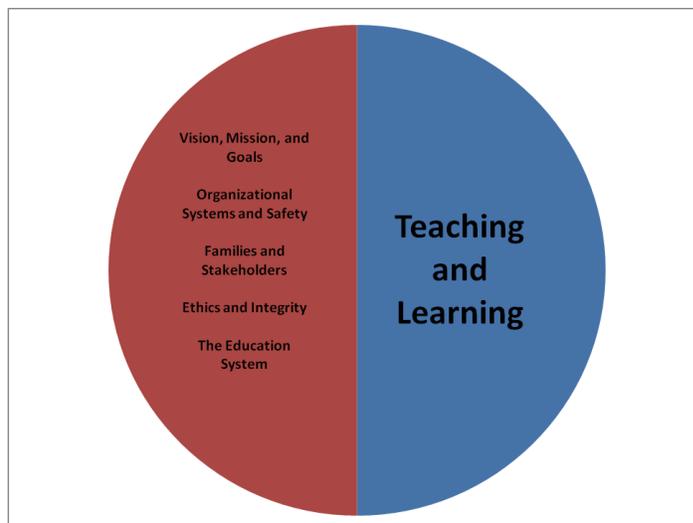
4. Families and Stakeholders: *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

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.

Leadership Practice –6 Performance Expectations



Leader Evaluation Rubric: The rubric rates leadership in each of the 6 performance expectations that comprise the Common Core of Leading. Again, the performance expectations include:

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

Arriving at a Leadership Practice Summative Rating

An Administrator Performance Rating is based on the evidence for each performance expectation in the CCL Leader Evaluation 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, after the administrator and evaluator have identified focus areas for development of the administrator's leadership practice during the Goal-Setting Conference:

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 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, 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 is required to provide feedback on administrator performance during the mid-year conference.

4. 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, proficient, developing or below standard* for each performance expectation providing the administrator **with written evidence to support the rating for each leadership standard.** Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation **that identifies the strengths and areas in need of growth for the administrator.**

Principals

Level	Rating	Definition
4	Exemplary	<ul style="list-style-type: none"> • <i>Exemplary</i> on Teaching and Learning • <i>Exemplary</i> on at least 2 other performance expectations • No rating below <i>Proficient</i> on any performance expectation
3	Proficient	<ul style="list-style-type: none"> • At least <i>Proficient</i> on Teaching and Learning • At least <i>Proficient</i> on at least 3 other performance expectations • No rating below <i>Developing</i> on any performance expectation
2	Developing	<ul style="list-style-type: none"> • At least <i>Developing</i> on Teaching and Learning • At least <i>Developing</i> on at least 3 other performance expectations
1	Below Standard	<ul style="list-style-type: none"> • <i>Below Standard</i> on Teaching and Learning <i>or</i> • <i>Below Standard</i> on at least 3 other performance expectations

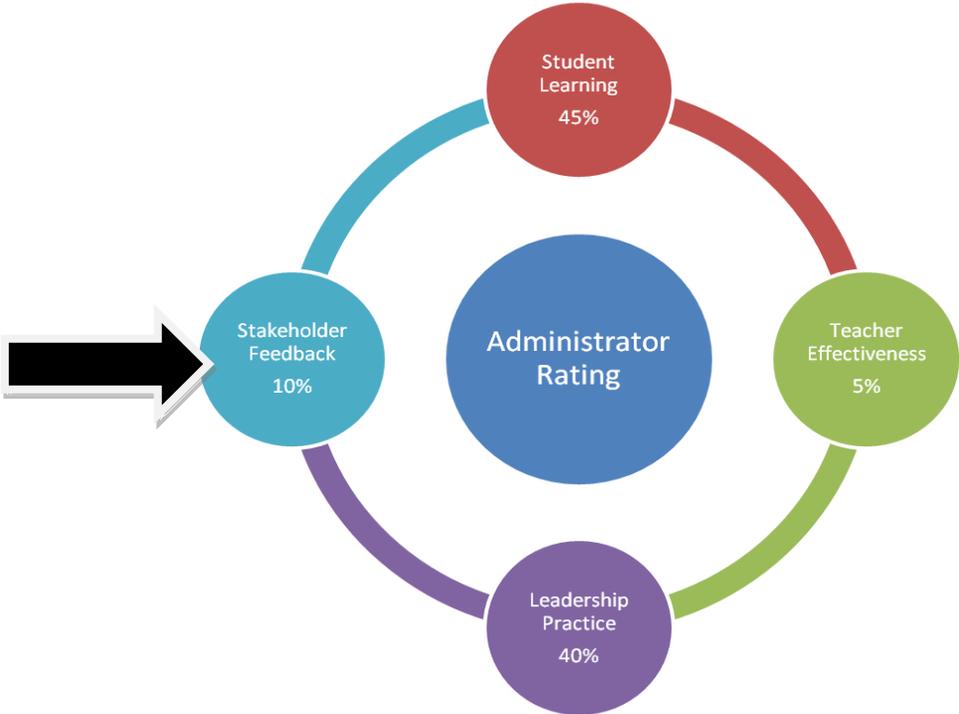
Assistant Principals and Other School-Based Administrators

Level	Rating	Definition
4	Exemplary	<ul style="list-style-type: none"> • <i>Exemplary</i> on at least half of performance expectations • No rating below <i>Proficient</i> on any performance expectation
3	Proficient	<ul style="list-style-type: none"> • At least <i>Proficient</i> on a majority of performance expectations • No rating below <i>Developing</i> on any performance expectation
2	Developing	<ul style="list-style-type: none"> • At least <i>Developing</i> on at least a majority of performance expectations
1	Below Standard	<ul style="list-style-type: none"> • <i>Below Standard</i> on at least half performance expectations

Note: For Central Office Administrators, a rubric is not required. The superintendent or designee may generate ratings from evidence collected directly from the Common Core of Leading: Connecticut School Leadership Standards

Component II:

Stakeholder Feedback



Stakeholder Feedback

Surveys are administered to parents, teachers, and students (if appropriate) each spring.. This feedback is used to assess administrators’ progress towards stakeholder goals. Ratings for administrators are based on feedback from stakeholders whom the administrator directly serves. 6 Results comprise 10% of an administrator’s summative rating.

Applicable Survey Types

- *School climate surveys* consider perceptions from stakeholders on the school’s prevailing attitudes, standards, and conditions. They are typically administered to all staff, students, and their family members.
- *Leadership practice surveys* collect feedback from teachers and other staff members to obtain feedback on a leader’s performance and the impact on stakeholders.
- *School practice surveys* are usually administered to faculty and staff, students, and parents to obtain feedback related to the key strategies, actions, and events at a school.

The survey(s) selected by a district must be anonymous, valid and reliable. They are not required to be specific to the administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning, or other purposes (e.g. school climate surveys).

Stakeholders

For each administrative role, the stakeholders surveyed should be those in the best position to provide feedback. For school-based administrators, stakeholders solicited for feedback should include teachers and/or parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). The surveyed populations may include students, as well.

School Administrators

	Principals	Assistant Principals	Other School-Based Administrators
Relevant Stakeholders might include	<ul style="list-style-type: none"> • Staff members • Students • Families 	<ul style="list-style-type: none"> • All or subset of staff members • All or subset of students • All or subset of families 	<ul style="list-style-type: none"> • All or subset of staff members • All or subset of students • All or subset of families

Central Office Administrators

	Superintendents (Assistant, Regional, etc.)	Office Curriculum, Assessment, and Special Services, and other Academic Functions	Finance, Human Resources, Legal/Employee Relations Offices and Other Central Shared Services Roles
Relevant Stakeholders might include	<ul style="list-style-type: none"> • Principals • Other direct reports • Relevant family members 	<ul style="list-style-type: none"> • Principals • Subset of teachers • Other specialists within the district • Relevant family members 	<ul style="list-style-type: none"> • Principals • Subset of teachers • Other specialists within the district

Arriving at a Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on stakeholder goals, using data from the prior year as a baseline. (Exceptions may include administrators with high ratings already, in which case, the rating should reflect maintenance, and administrators new to the role, in which case, the rating should be based on a reasonable target).

Process for Stakeholder Goals:

The administrator must undertake the following steps in order to develop stakeholder goals:

- Select appropriate survey measures (spring of previous school year)
- Review baseline data on selected measures
- Develop a stakeholder goal based on survey feedback
 - **Exceptions to this include:**
 - 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.
- In the spring, administer surveys to relevant stakeholders (results will guide the development of a stakeholder goal for the next school year)
- Aggregate data and determine whether the goal has been met (more than half of the rating of a principal on stakeholder feedback is based on an assessment of improvement over time), include this data in the self-assessment
- Following the end of the year conference, the evaluator assigns a rating, using the below scale:

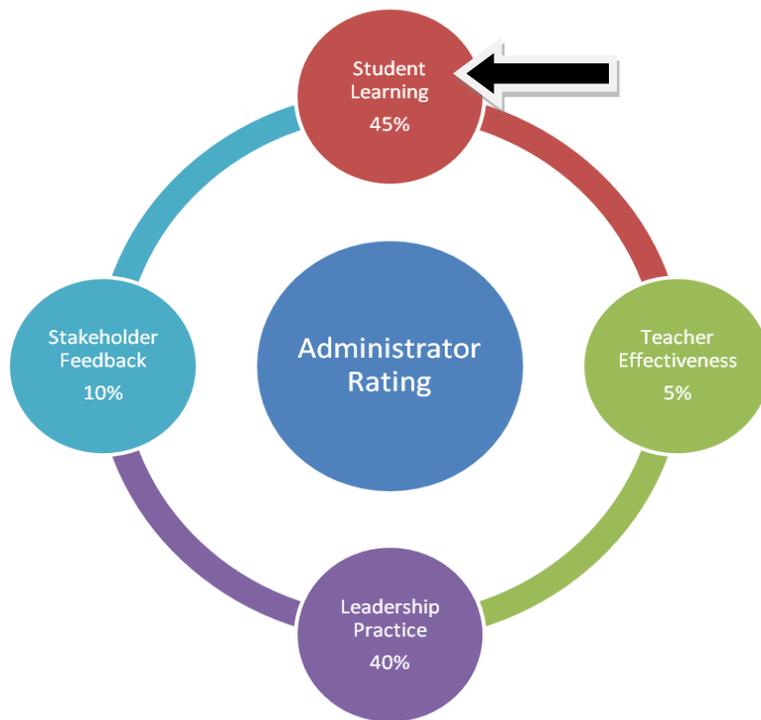
Level	Rating	Definition
4	Exemplary	Substantially exceeded stakeholder goals
3	Proficient	Met stakeholder goals
2	Developing	Made Substantial progress but did not meet stakeholder goals
1	Below Standard	Made little or no progress against stakeholder goals

Student Outcomes Related Indicators



Component III:

Student Learning



Student Learning

Student Learning Goals comprise 45% of the administrators' evaluation. 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 (***if available**) and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

**PLEASE NOTE: SPI calculations may not be available for the 2015-16 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.*

State Measures of Academic Learning **(*For 2015-2016, the required use of state test data is suspended, pending federal approval.)**

The Connecticut State Department of Education (CSDE) assesses student learning through the School Performance Index which is calculated based on Connecticut's standardized assessments. Performance and progress on the academic learning measures in the state's accountability system for schools includes:

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

Locally-Determined Measures of Academic Learning

North Branford Schools assess and monitor students' performance and growth using locally-determined indicators. These measures normally comprise 22.5% of the student learning rating for the administrator's evaluation.

Student Learning Goals

Administrators select **3** student learning goals based on data (at least 2 locally-determined indicators of student learning). The following parameters apply:

- All measures/indicators must align to Connecticut learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- Are relevant to the student population served by the administrator's assignment
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate.

Measurable Outcomes

Administrators must identify how they will measure student outcomes.

- 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).
- 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 (e.g., K-2).

Examples of Student Learning Goals

Grade level	Goal	Measurable Outcome
Second Grade	Students will make at least one year's worth of growth in reading	80% of second graders will make at least one year's worth of growth in their reading skills based on the MAP (NWEA)
Fourth grade	Students will develop grade level reading comprehension skills	80% of fourth graders will attain at least 80% on EOY CA benchmark
Middle School Science	Students will demonstrate their understanding of the science inquiry process	75% of students will earn a 70% or higher as final grade on a science inquiry (curriculum) assessment
High School	Students will accumulate sufficient credits toward graduation	95% of students complete tenth grade with __ credits

Process for Student Learning Goals

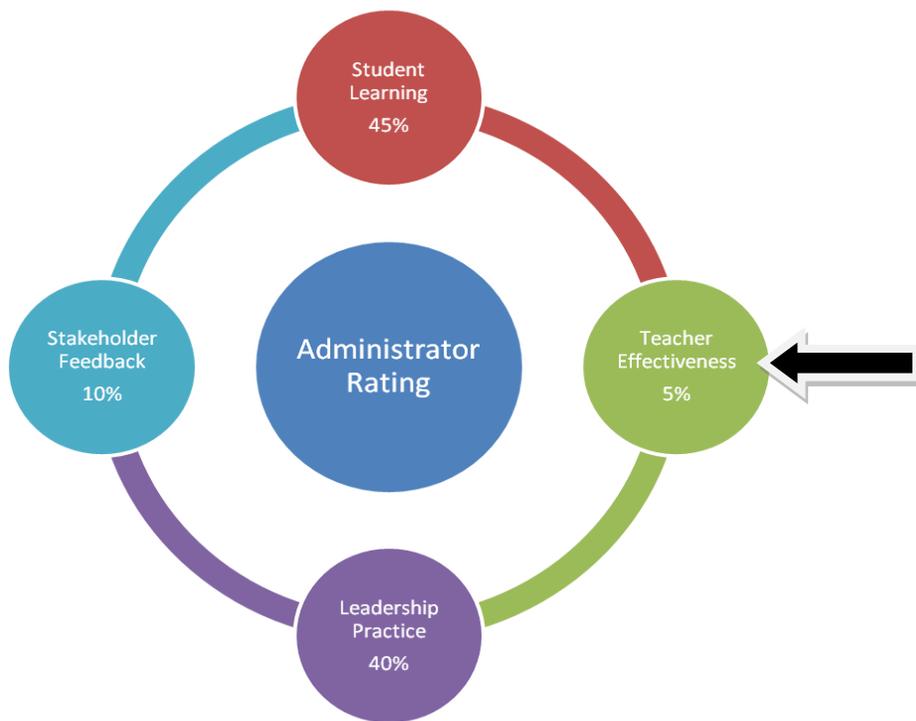
The process for selecting goals and measurable outcomes is as follows:

- First, the district establishes student learning priorities for a given school year based on data. District goals may be a continuation of a long-term improvement plan or a new district priority based on achievement data.
- The administrator uses available data to craft an improvement plan for the school/area (SEE Section IV) . This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses 3 student learning goals for her/his own evaluation based on data. These goals consider both school and district priorities for student learning. (These same 3 goals should be represented in the school improvement plan).
- The administrator chooses measurable outcomes that best assess the learning goal.
- The administrator and evaluator discuss and agree upon goals during first performance conference. The administrator and evaluator then 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.
- The administrator aggregates student achievement data and determine whether the goals have been met; he/she includes this data in his/her self-assessment.

Level	Rating	Definition
4	Exemplary	Met all 3 goals and substantially exceeded at least 2 goals
3	Proficient	Met 2 goals and made at least substantial progress on the 3 rd
2	Developing	Met 1 goal and made substantial progress on at least 1 other
1	Below Standard	Did not meet any goals or met 1 goal and did not make substantial progress on either of the 2 other 2

Component IV:

Teacher Effectiveness



Teacher Effectiveness

Administrators are evaluated on teacher effectiveness as measured by an aggregation of teachers' student learning objectives. This comprises 5% of an administrator's evaluation.

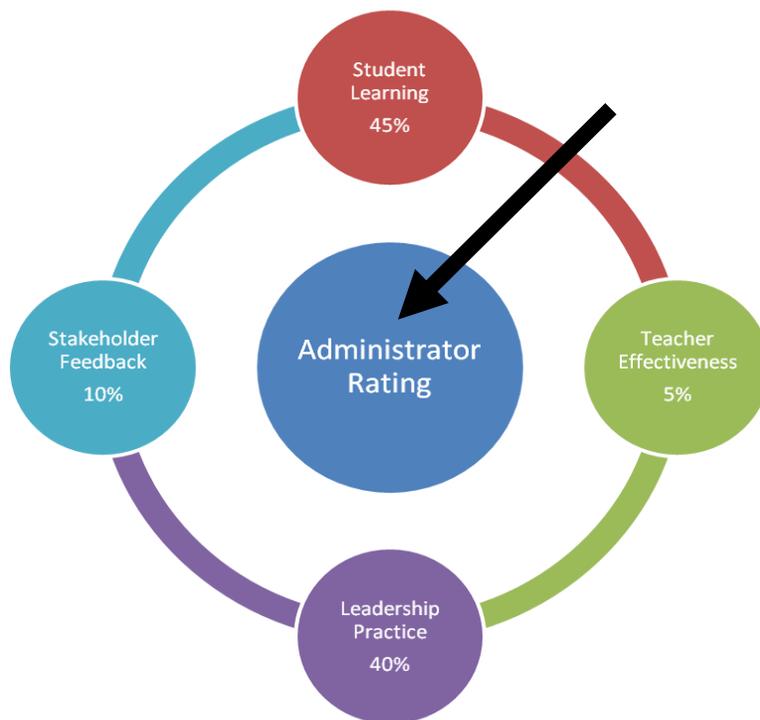
4 = Exemplary	3 = Proficient	2 = Developing	1 = Below Standard
>80% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>60% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	<40% of teachers are rated proficient or exemplary on the student growth 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.

If the assistant principal's job duties do not include teacher evaluation, then the teacher effectiveness rating for the principal of the school applies to the assistant principal.

Summative Administrator Evaluation Rating



Administrator Rating

Summative Ratings

Every educator will receive one of four performance* ratings:

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

* The term “performance” in the above shall mean “progress as defined by specified indicators.”

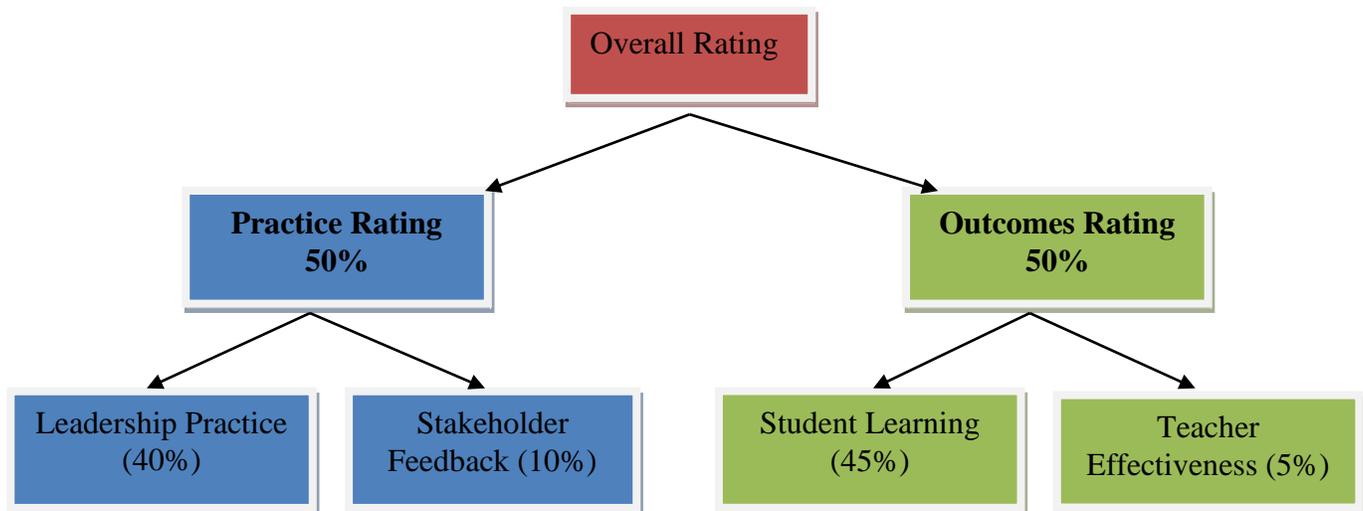
The plan describes four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 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.

Determining Summative Ratings

The process for determining summative evaluation ratings has three categories of steps:

1. Determining a Leader Practice Rating (leadership practice + stakeholder feedback)
2. Determining an Student Outcomes Rating (student learning + teacher effectiveness)
3. Combining the two into an overall rating using the Summative Matrix.



Calculating Ratings

The rating will be determined using the following steps:

1. Calculate a **Practice Rating** by combining the Leadership Practice score (40%) and the Stakeholder Feedback score (10%). Multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Example

Component	Score (1-4)	Weight	Points (score x weight)
Leadership Practice	3	40	112
Stakeholder Feedback	3	10	30
Practice Rating			142

Rating Table

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

In this case, the rating (142) would be proficient.

2. Calculate a **Student Related Indicators** score by combining the Student Growth and Development score (45%) and Whole School Learning/Student Feedback score (5%). 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.

Example

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning	3.5	45	158
Teacher Effectiveness	3	5	15
Student Related Indicators Rating			173

Rating Table

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

In this case, the rating (173) would be proficient.

3. Use summative matrix to **determine Summative Rating**. Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the

summative rating. For the example above, the Teacher Practice Indicators rating is Proficient and the Student Related Indicators rating is Proficient. The summative rating is therefore, Proficient. If the two categories are highly discrepant (e.g. a rating of 4 for Teacher Practice and a rating of 1 for Student Related Indicators), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Administrator Summative Rating					
	Practice Ratings				
		Exemplary	Proficient	Developing	Below Standard
Student Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	<i>Gather further information</i>	Developing	Developing	Below Standard

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

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

An experienced administrator (more than 4 years experience) 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: If an administrator has concerns or disagrees with his/her evaluation rating, then he/she may contact the evaluator in writing to identify concerns and request a meeting to review the data sources used to calculate the summative rating. This must occur within 5 working days of the receipt of the final summative rating.

The issue will be considered by the superintendent whose decision is binding. The administrator may provide written documentation of his/her concerns and this will be attached to the summative rating and be admitted into the personnel file.

Section III: Support and Professional Development

Introduction

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. The North Branford Administrator Evaluation Program is designed to guide the professional development and training of school leaders to focus their growth on practices that yield the greatest impact on student achievement.

This program strives to accomplish the following:

- Ensure sufficient levels of assistance and support to new administrators to the district to increase their opportunities for success.
- Evaluate the efficacy of school leaders in carrying out their school improvement plans.
- Provide professional development for school leaders that is aligned to district and school goals.
- Provide intensive support to administrators who are experiencing difficulty carrying out their job responsibilities as evidenced by a summative rating in the below standard range.

By addressing the purposes stated above, the North Branford Administrator Evaluation Program will foster high standards for leadership that will benefit students and all individuals associated with the school community.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. NBPS as well as CSDE vision for professional learning is that each and every educator, including administrators, engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For North Branford'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 the NBPS evaluation plans, professional learning needs will be identified as they relate to student learning results, observations of professional practice, results of stakeholder feedback and useful and timely feedback and improvement opportunities. The identified needs will serve as the foundation for ongoing conversations about practice and impact on student outcomes. The professional learning opportunities identified for each educator 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 educators, which can then be targeted with school-wide or district-wide professional learning opportunities.

New Administrators

The North Branford Public Schools recognize the importance of providing new administrators with the assistance and support that will increase their opportunities for success. New administrators (new administrators or administrators new to North Branford) will receive orientation and support for 2 years, or until they receive tenure within the North Branford District.

Orientation

Orientation will occur over a two day period led by the immediate supervisor of the new administrator, Central Office personnel, and/or a designated mentor. Orientation may include, but is not limited to, the following topics:

- Safety and emergency procedures for facilities and grounds
- District Strategic Plan
- School Improvement Plan
- North Branford Educator Evaluation Program
- North Branford Administrator Evaluation Program
- District Special Education Policies and Procedures
- Technology training – phone, email, student information, mass communication
- Curriculum and Instruction
- Faculty and Student Handbooks
- District Policies

Support

The new administrator will be provided with support throughout their first two years. A mentor, other than the immediate supervisor, will be assigned to support the new administrator. The mentor will meet with the new administrator, scheduled as mutually agreed upon, for a minimum of 2 meetings monthly during the first year. During the second year the mentor will meet with the new administrator for a minimum of one meeting per month unless more meetings are required due to Professional Intervention as outlined in the Administrator Evaluation Plan.

The purpose of the meetings with the mentor is to provide the new administrator with the opportunity to discuss pertinent topics related to the position, school and/or her role with an experienced administrator familiar with North Branford Public Schools. The immediate supervisor will also schedule separate meetings as needed (formal and informal) with the new administrator to provide feedback and the opportunity to have dialogue.

It is the expectation of the school district that new administrators will take full advantage of the expertise and wisdom of the mentor and immediate supervisor in meeting the expectations of North Branford Public Schools.

Professional Development

The North Branford Public Schools recognizes the importance of continued professional development and growth for all educators. The new administrator and supervisor will collaborate in the development of a professional development plan for the new administrator. A variety of professional development opportunities will be available, and may include:

- Two Day Orientation with Supervisor, Central Office staff, and/or mentor
- Mentor and Supervisor meetings
- Continuing review of all district policies and procedures
- Consultation with the immediate supervisor to develop and lead the School Improvement Plan as outlined within the North Branford Administrator Evaluation Program
- Participation in District Strategic Planning Initiatives
- Professional development (workshops, conferences, committees) within district and outside of the district
- Pursuit of membership in professional organizations
- Attendance at Board of Education Meetings and Budget Workshops

Professional Development for Experienced Administrators

The North Branford Public Schools recognizes the importance of continued professional development and growth for all educators. For the experienced administrator, the School Improvement Plan will be a focus of professional development. The experienced administrator and supervisor will collaborate on the development of the School Improvement Plan as outlined in the North Branford Administrator Evaluation Program.

The experienced administrator will have more autonomy in developing this plan than the new administrator. The School Improvement Plan is based upon a needs assessment (see North Branford Administrator Evaluation Program) that will outline areas of focus regarding student achievement. Additional opportunities for professional development may include the activities identified below:

- Mentoring a new administrator
- Participating in District Strategic Planning
- Serving on committees within the district and outside of the district
- Conducting research and analyzing data to improve instruction/learning
- Providing training to district personnel
- Participating in new teacher orientation
- Serving on state committees
- Collaborating and networking with neighboring districts regarding school improvement

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.

Professional Intervention

Structured Support

An administrator will 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.

Improvement and Remediation

Additional support and supervision will be provided in the event that an administrator's summative rating falls below the **Proficient** for a given school year. 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.

Improvement and Remediation Plans

Improvement and Remediation Plan will be implemented when administrator he/she earns an overall performance rating of *developing or below standard*. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

The Improvement and Remediation Phase will be initiated by a conference between the supervisor and the administrator after which the supervisor will prepare, in collaboration with the administrator and the administrator's exclusive bargaining representative, a written corrective action plan incorporating the following:

- Identification of the area(s) of concern
- Recommended actions for improvement, including resources, support and other strategies to be provided to address documented deficiencies
- Measurable outcomes
- Timelines for implementing the recommendations
- Indicators of successful implementation, including a summative rating of proficient or better at the conclusion of the improvement and remediation plan

Conferences will be held periodically as necessary, but no less than once per month, to ensure effective communication occurs between evaluator and administrator.

Intensive Assistance Plan

In the case of an administrator who is a tenured certified employee, if the Improvement and Remediation Phase does not result in the required improvement in job performance, the administrator may be placed on intensive assistance. A conference between the supervisor and the administrator will be held followed by a written intensive assistance plan developed in collaboration with the administrator incorporating the following:

- Identification of the areas of concern
- A review of the previous assistance provided under the Corrective Action Plan
- Recommendations for improvement including suggested appropriate resources available to the administrator
- Measurable outcomes
- A reasonable timeline for determining whether there has been sufficient improvement in performance
- Indicators of successful implementation

The Intensive Assistance Plan shall be signed by the administrator and the supervisor. At the end of the agreed upon time period, the evaluator will provide the administrator with a formal assessment that will contain:

- A record of the assistance that has been provided
- A record of the observations, formal conferences, and other documented evidence used to monitor performance
- An assessment of performance in the area(s) of concern as of the date of the initial assessment
- A statement that the areas(s) of concern has been resolved or a recommendation for further administrative action

If the area of concern has been resolved, the administrator will return to the normal evaluation process. If the recommendation warrants further administrative action, one of the following actions will occur, depending upon the seriousness of the area(s) of concern or deficiency:

- The terms and time limits of the existing Intensive Assistance Plan will be extended
- The Intensive Assistance Plan will be revised to include other suggestions for improvement and additional help and an extension of the time limits
- Disciplinary action will be recommended
- Other administrative solutions may occur including a recommendation for termination of employment.

Section IV: References

References

- Connecticut State Department of Education (2014). *2014 SEED Handbook: Connecticut's system for educator evaluation and development*. Hartford, CT
- Connecticut State Department of Education. (2014) *Examples of evidence for each element* (Common Core of Leading). Hartford, CT: State Department of Education.
- Connecticut State Department of Education. (2012). *Connecticut guidelines for educator evaluation* (2012). Hartford, CT: State Department of Education.
- Connecticut State Department of Education. (2012). *SEED: Connecticut's system for educator evaluation and development*. Hartford, CT.
- Connecticut State Department of Education. *Connecticut Code of Professional Responsibility for School Administrators*, Hartford, CT: Connecticut State Department of Education, 2007
- Connecticut State Department of Education. *Connecticut Common Core of Leading*. Hartford, CT: Connecticut State Department of Education, 2009
- Connecticut State Department of Education. (2012). *Connecticut state pilot administrator evaluation model*. Hartford, CT: State Department of Education.
- North Branford School District. (2014). *The North Branford school leader professional growth and evaluation plan*. North Branford, CT: Office of Curriculum and Instruction.

References

Section VII: Appendices

APPENDIX A

Administrator Evaluation Plan with Self-Assessment

Administrator: _____

School/Department: _____

Evaluator: _____

Date: _____

Goal #	Student Learning Goal	Measurable Outcomes	Timelines	Self-Assessment Cite evidence of progress (due in June)
1				
2				
3				
Goal #	Stakeholder Feedback Goal			
1				
Goal #	Leadership Practice Goal			
1				
2				

Administrator's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

cc: Personnel File
Administrator
Evaluator

APPENDIX B

EXAMPLE - Administrator Evaluation Plan with Self-Assessment

Administrator: _____

School/Department: _____

Evaluator: _____

Date: _____

Goal #	Student Learning Goal	Actions	Measurable Outcomes	Timelines	Self-Assessment Cite evidence of progress (due in June)
1	Students in grade 3-5 will meet goal in reading	<p>All students will receive core reading instruction during a 90 minute reading block</p> <p>Students will receive targeted intervention or extension during the RTI block</p> <p>Students “at-risk” will attend the Reading Success program after school</p> <p>Student progress will be monitored no less than 3x per year</p>	80% of students in grades 3-5 will meet goal in reading as evidenced by the results of EOY benchmark assessments	2013-2014 school year	
2	Students in grades 3-5 will meet goal in mathematics	<p>All students will receive core instruction in a flexible group during a 60 minute math block</p> <p>Students will receive targeted intervention or extension during the RTI block</p> <p>Students “at-risk” will attend the Math Success program after school</p> <p>Student progress will be monitored no less than 3x per year</p>	80% of students in grades 3-5 will meet goal in math as evidenced by the results of EOY benchmark assessments	2013-2014 school year	
3	Students in grades 3-5 will meet goal in writing	<p>All students will receive core writing instruction during a 30 minute block.</p> <p>All students will take a monthly writing prompt to monitor progress</p>	80% of students in grades 3-5 will meet goal in writing as evidenced by the results of EOY writing prompt	2013-2014 school year	

Goal #	Stakeholder Feedback Goal				
1	Parents will be well informed of school events and activities	<p>The school website will be updated regularly</p> <p>SchoolMessenger will be used to disseminate information to parents</p> <p>The school newsletter will provide information about school activities</p> <p>Fliers will be sent to parents re: upcoming events</p>	75% of all parent survey respondents will state that they are informed of school events and activities	2013-2014 school year	
Goal #	Leadership Practice Goal				
1	<p>Teaching & Learning</p> <p>Assessment & accountability</p>	<p>Guidance staff will monitor students' registration and completion of course credits</p> <p>Regular meetings will take place with students who are in danger of losing credit</p>	90% of students will complete 10 th grade with 12 credits	2013-2014 school year	
2	<p>Organizational Systems & Safety</p> <p>Welfare and Safety of Students, Faculty, Staff</p>	<p>Provide stakeholders with regular safety updates</p> <p>Conduct monthly fire and lockdown drills</p>	Survey results will indicate that 90% of parents, staff, and students perceive that school is a safe place	2013-2014 school year	

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

cc: Personnel File
Administrator
Evaluator

APPENDIX C
School Improvement Plan with End of the Year Assessment

Administrator: _____

School/Department: _____

Evaluator: _____

Date: _____

Goal #	Student Learning Goal	Measurable Outcomes	Timelines	End of the Year Assessment Cite Evidence of Progress (to be completed in June)
1				
2				
3				
Goal #	Stakeholder Feedback Goal			
	Other Goals (optional)			

Administrator's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

cc: Personnel File
 Administrator
 Evaluator

APPENDIX D

Intensive Assistance Plan Template

Administrator: _____

School/Department: _____

Evaluator: _____

Date: _____

Area(s) of Concern	Previous assistance provided to address concerns	Recommendations action steps for Improvement	Measurable Outcomes	Timelines	Indicators of Success

Administrator's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

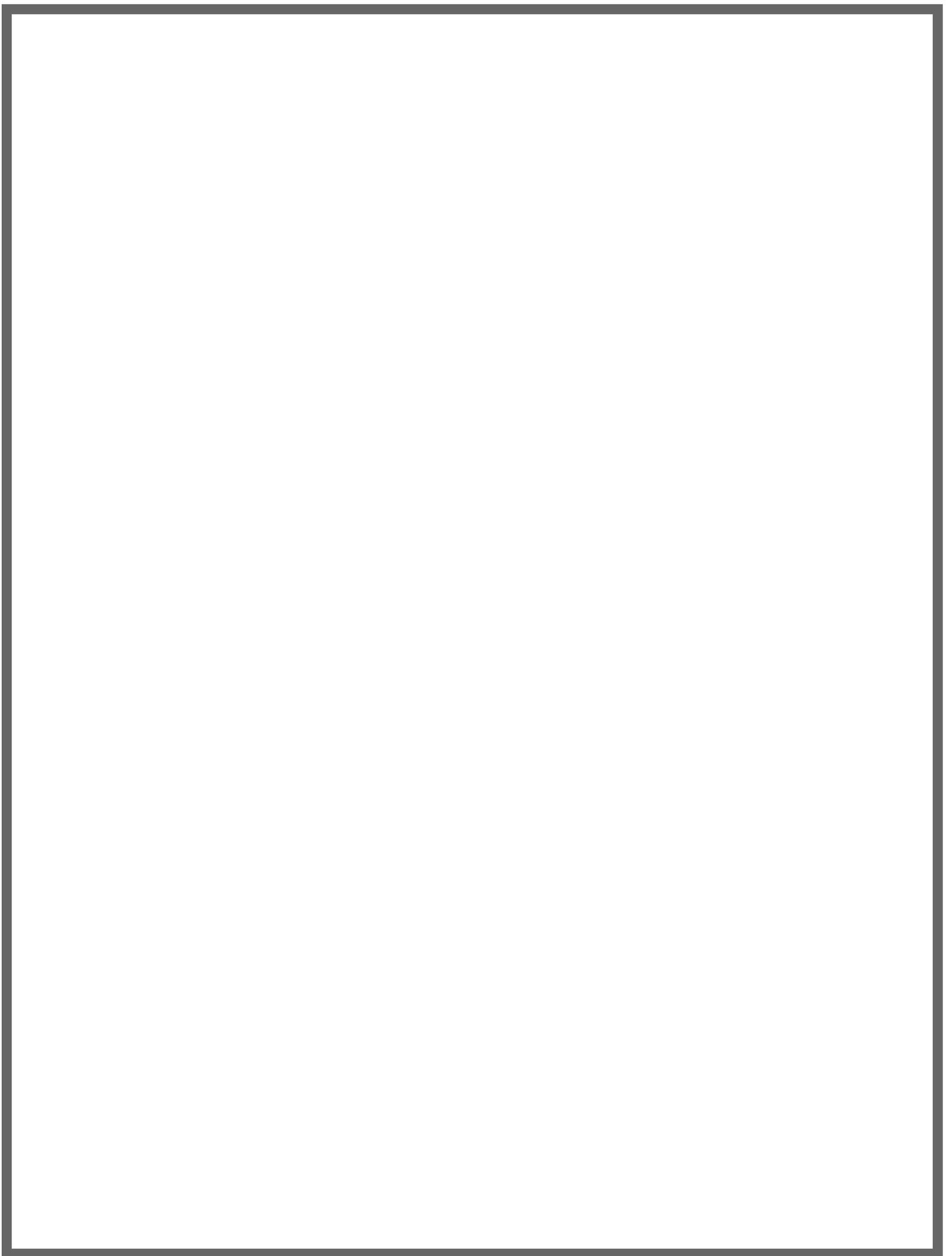
cc: Personnel File
Administrator
Evaluator

APPENDIX E:
Leader Evaluation Rubric
(See
Common Core of Leading: CT School
Leadership Standards)

Common Core of Leading:
Connecticut School Leadership Standards

***Performance Expectations, Elements and Indicators**

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



PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

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

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

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

PERFORMANCE EXPECTATION 6: The Education System

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

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

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

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

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: High Expectations for All

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

Indicators: *A leader...*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

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

² **Staff:** all educators and non-certified staff.

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

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

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

Indicators: *A leader...*

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

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

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Strong Professional Culture

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

Indicators: *A leader...*

1. Develops shared understanding and commitment to close achievement gaps⁴ so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty⁵ teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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

⁵ **faculty**: certified school faculty.

Element B: Curriculum and Instruction

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

Indicators: *A leader...*

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

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

Element C: Assessment and Accountability

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

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information⁷ to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Indicators: *A leader...*

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

Element B: Operational Systems

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

Indicators: *A leader...*

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

Element C: Fiscal and Human Resources

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Collaboration with Families and Community Members

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

Indicators: *A leader...*

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

Element B: Community Interests and Needs

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

Indicators: *A leader...*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity⁸ of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

Element C: Community Resources

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice⁹ for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

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

Element B: Personal Values and Beliefs

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

Indicators: *A leader...*

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

Element C: High Standards for Self and Others

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

Indicators: *A leader...*

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

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Element A: Professional Influence

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

Indicators: *A leader...*

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

Element B: The Educational Policy Environment

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

Indicators: *A leader...*

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

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

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

(c) Responsibility to the profession

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

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

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

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

(e) Responsibility to the Student's Family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Discriminate against students;
- (C) Sexually or physically harass or abuse students;
- (D) Emotionally abuse students; or
- (E) Engage in any misconduct which would put students at risk.

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
- (C) Misrepresent his, her or another's professional qualifications or competencies;
- (D) Sexually, physically or emotionally harass or abuse district employees;
- (E) Misuse district funds and/or district property; or
- (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

- (A) Exploit the educational institution for personal gain;
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
- (C) Shall not knowingly misrepresent facts or make false statements.

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

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