



Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon, Region One School District

Region One School
District Teacher/ **School Leader**
Effectiveness and Professional Practice
Evaluation Manual

PREFACE

This document provides the rationale, policies and procedures associated with the revised teacher evaluation program for the Region One School District Public Schools. Procedures have been designed through the collective efforts of the *Region One School District Teacher Evaluation Committee*, which included teachers, related service professionals, union representation, building administrators, and central office curriculum staff. The committee was charged with developing a model for the evaluation of the certified educators of the region's schools that reflected the best practices in teacher evaluation and the requirements of Connecticut Public Acts 12-116 and 12-2, as amended. The initial work resulted in a *Professional Growth Continuum* (hereafter, the *Continuum*) for teachers in Regional School District No. 1's seven schools. To ensure that the *Continuum* reflected those aspects of teachers' practice, the committee shared its initial work with all teachers from the region in October 2012 and gathered feedback district-wide. The feedback was used to further refine the *Continuum*. Finally, the Region One Teacher Committee created recommendations for the policies and procedures associated with teacher effectiveness and performance evaluation.

Portions of this document were taken from the (SEED) model document from the Connecticut State Department of Education as it reflects best practices in Teacher Evaluation and Professional Development.

In addition, administrator evaluation and development, SEED model was adopted by Regional School District One.

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REGION ONE SCHOOL DISTRICT

Special thanks and recognition to the *Region One School District's Teacher Evaluation Committee* convened initially in the summer of 2012 to develop our *Region One School District Continuum of Professional Practice* (hereafter, "the *Continuum*"). The committee worked throughout the 2012-2013 year to introduce the *Continuum* to the staff of the seven schools in the region while refining and revising the instrument.

Region One School District Teacher Evaluation Committee Members - 2014-2015:

Canaan	Cornwall	Kent	North Canaan
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Region One School District Teacher Evaluation Committee Members - 2015-2016:

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Introduction

Vision and Purpose of Teacher Evaluation

An effective performance evaluation system must provide quality feedback to employees to help them to continue to improve their performance, while at the same time it must not be overly burdensome to either the employee or the supervisor. In such a system, the definition of *effective* (“quality”) teaching becomes paramount. The purpose of the *Region One Teacher Effectiveness and Professional Practice (TEPP)* process is to foster and support continuous teacher growth through collaboration between teacher and administrator. Region One is committed to an educator evaluation model that is designed to ensure that *all* students have competent, high quality teachers and to provide a support structure that builds human capacities and challenges all educators to aspire to and reach excellence. The task of the original *Region One School District Teacher Evaluation Committee* was to develop a teacher evaluation model that would create such a system by developing a model that uses multiple measures to evaluate teacher performance and by outlining systems for providing supports for continuous improvement. This plan includes numerous opportunities for administrative supervision of teachers through the use of multiple data sources. The primary goal of the *Region One TEPP* process is to strengthen individual and collective practices so as to increase student learning and development.

Mission and Vision Statements

Please see Appendix A for the Vision and Mission Statements for Canaan, Cornwall, Kent, North Canaan, Region One, Salisbury, ~~and Sharon~~, and Central Office.

Theory of Action

We know teacher quality has the greatest impact on increasing student learning (Hightower, et al., 2011). Therefore, if the region adopts a comprehensive supervision and evaluation model that is grounded in current research on best practices in teaching and learning and includes student achievement at its core, and if the evaluation model is well articulated throughout the region such that all professionals understand how the region defines quality teaching, and all stakeholders are adequately trained in the evaluation model then ultimately student outcomes will be improved.

Teacher Effectiveness and Professional Practice Guidelines for Implementation

The process for implementation of the *TEPP* will begin in the 2013-2014 school year. Throughout the development phase of the process, teachers throughout the region will have taken part in communication and feedback about the *Region One School District Continuum of Professional Practice* and the on-going development of our evaluation plan. As we transition from the previous plan to the new teacher evaluation model, a teacher on Level IV, or designated as such for 2013-2014, will have a minimum of seven observations and end-of-year summary evaluations.

For the year 2014-2015 **and thereafter**, non-tenured teachers (Years 1 & 2) will be evaluated using six observations/feedback, mid-year formative conference and end-of-year summative evaluations. In Years 3+ teachers will have a minimum of three informal observations or one formal observation (in a three year cycle)/feedback, mid-year formative conference and end-of-year summative evaluation. Teachers in Years 3+ will have an annual review of practice (non-classroom observation).

Teachers identified as developing or ineffective will receive a minimum of three formal and three informal observations, a mid-year conference and summative evaluation at the end of the school year.

Region One has implemented the flexible modifications to SEED for the school year 2014-15 **and subsequent years**.

Overview of the Teacher Evaluation Process

The *Region One School District Continuum of Professional Practice* clarifies Region One's definition of effective instructional practices across five domains: Planning and Preparation, Classroom Environment, Instruction, Assessment, and Professional Responsibilities. Each domain includes specific indicators that further refine expected practices across four levels of performance and practice; Level 1 (Ineffective Practice); Level 2 (Developing Practice); Level 3 (Effective Practice), and Level 4 (Highly Effective Practice). The use of a common rubric (the *Continuum*) is central to the evaluation process as it serves to clarify the region's definition of effective teaching based on practices that have been shown to be essential to improving student learning. The *Continuum* will be used to determine 40% of a teacher's annual summative evaluation. Moreover, the *Continuum* provides a framework of common understanding and language to encourage productive discourse.

The *Continuum* is the core document within the teacher practice related indicators component of the evaluation system and is used to help provide the standards upon which a teacher's performance can be directly measured. The indicators of teaching practice outlined throughout the *Continuum* were developed by Regional School District Number One faculty and administration and represent the best practices in teaching and learning. Summative evaluation of teacher performance will be based upon evidence collected relative to the performances identified in the *Continuum* and teacher growth across performance levels will be supported and ultimately expected in each given school year. Parent feedback will also be collected on teacher performance and will, in combination with teacher performance ratings, constitute 50% of a teacher's overall performance rating. This 50% is a teacher's Practice Rating. A portion of the performance evaluation (40%), of each teacher's summative evaluation rating, will be determined after the collection and analysis of multiple sources to document evidence of indicators identified in the *Continuum*. Evidence will be collected through both formal and informal observations of the teacher practice and teachers will have the opportunity to provide additional evidence that is believed to support their rating. Other artifacts may become data points utilizing multiple sources to form summative evaluations by either the evaluator or evaluatee.

The rating derived from the *Continuum* will be combined with the results of parent feedback surveys to determine 50% of a teacher's final summative evaluation.

The remaining 50% of a teacher's rating is defined as an "**Outcome Rating.**" Region One defines effective teachers as having attained a "*proficient*" or "*exemplary*" performance rating. Conversely, ineffective teachers are defined as teachers at "*developing*" or "*below standard.*" 45% will be derived from measurements of student learning growth which will be based on teacher goals developed collaboratively with administrators to reflect areas of need identified through student performance on (a) state and national assessments, when available, and (b) local assessments. Additionally, 5% of a teacher's "**Outcome Rating**" will be based on whole-school learning indicators.

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - a. Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice
 - b. Parent feedback (10%)** on teacher practice through surveys

- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
 - a. Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
 - b. Whole-school measure of student learning or student feedback (5%)** as determined by aggregate student learning indicators or student surveys. For teachers, the whole-school student learning indicator (WSSLI) (5% components of summative rating) is represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. This means that the rating the administrator receives for his/her 45% component is what the teachers receive as the rating for their 5% WSSLI component. Typically, the administrator's 45% component rating would be based on SPI and at least two locally-determined indicators of student learning. However, in the absence of SPI, this rating would be determined by the locally-determined indicators.

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

- Exemplary** – Substantially exceeding indicators of performance
- Proficient** – Meeting indicators of performance
- Developing** – Meeting some indicators of performance but not others
- Below Standard** – Not meeting indicators of performance (SEED Pilot State Model, Pg. 5)

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Some **schools** may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified teachers, although they may also have administrative certification. They may have specific

content knowledge, such as department heads or curriculum coordinators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

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

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided. (SEED Pilot State Model, Pg. 8)

Processes and information relative to measurement of performance in these four main categories of performance evaluation are outlined in the sections that follow.

Evaluators of teachers will be trained in observation and evaluation, as well as how to provide quality feedback. Administrators have participated and will continue to participate in Connecticut State Department of Education training sessions.

Figure 1. Categories of Performance Evaluation

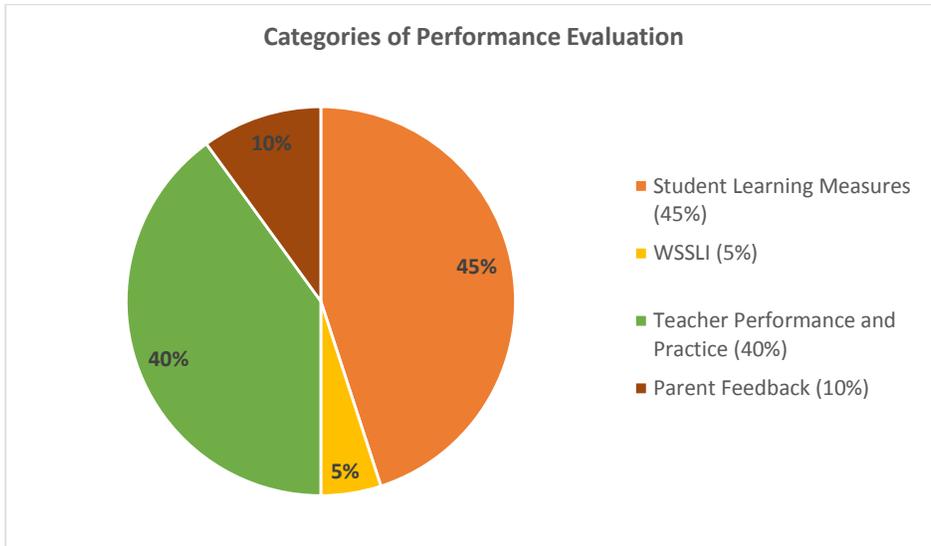


Figure 2. Practice Rating

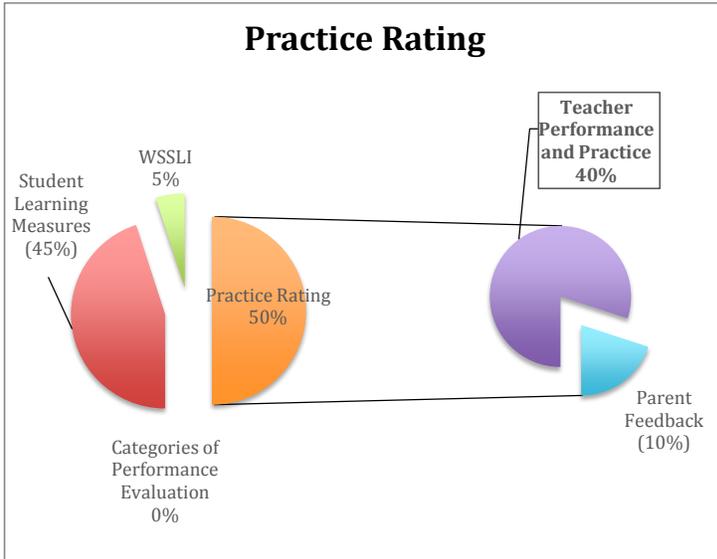
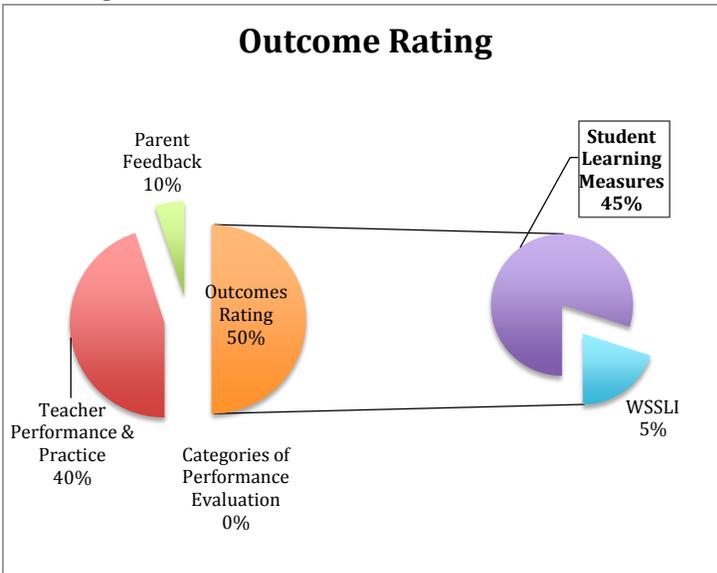


Figure 3. Outcome Rating



Components of Performance Evaluation

Category 1 - Teacher Performance and Practice (40% of final rating)

Procedures for Observational Practice

Forty percent (40%) of a teacher's evaluation shall be based on observation and evidence collection of teacher practice and performance as articulated in the *Region One School District Continuum of Professional Practice*. The *Continuum* will be used as the guide for the collection of evidence for observable practice and feedback.

Observations, both formal and informal, will be used to collect evidence of the quality of teacher practice. For those domains for which direct observation is impossible, or would not provide reliable evidence, additional evidence will be collected by both the teacher and the evaluator. Assertions about teacher performance (by an evaluator) in this category will be made based on a variety of data collection approaches in multiple settings and a careful review of all evidence with particular attention to patterns in teacher practice. Furthermore, evidence collection approaches will be differentiated based on a teacher's experiences and levels of previously documented performance.

Observations are defined as follows: (Generally, accepted timeline for feedback shall not exceed ten school days)

Announced Formal In-Class Observation: Approximately 45 minutes in length, if appropriate. Formal observation preceded by a pre-observation conference and followed by a post-observation conference. Verbal feedback will be provided to the teacher within a reasonable period of time of the observation at a scheduled post-observation conference. Formal written feedback will be provided within a reasonable time frame of the observation and following the post-observation conference.

Unannounced Informal In-Class Observation: Approximately 10-20 minutes. Verbal or written feedback will be provided to the teacher within ten (10) school days following the observation at a scheduled post-observation conference. Formal written feedback will be provided within a reasonable time frame after the observation and following the post-observation conference.

Walkthrough: Regional School District Number One defines a classroom walkthrough as short (lasting between 5 and 10 minutes), informal observations of classroom teachers and students followed by feedback, conversation, and/or action (Kacher, Stout & Edwards, 2010). Feedback to the teacher, in either written or verbal form, should occur as soon as possible following the walkthrough.

Reviews of practice are non-classroom observations, including but not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans, or other teaching artifacts.

The review of practice is only a requirement for teachers in at least their third year of practice who have a previous summative rating of "effective" or "exemplary" – either as part of a combination of three (3) observations/reviews of practice or every year under the Flexibility Options. Reviews of practice for teachers in Tier 1 would be an option for the Professional Development and Evaluation Committee to discuss.

Teacher Self-Assessment

Each year, teachers will self-assess against the *Region One School District Continuum of Professional Practice*, set and demonstrate growth around professional learning goals, and collect and reflect with their supervisor on documentation and artifacts relative to effective practices. Teachers will complete a self-reflection (See page 65 in Appendix C) based on the *Region One School District Continuum of Professional Practice* to plan and assess their progress and development each year according to the time frame.

Guiding Questions for Teacher Self-Assessment/Reflection

To be completed by teacher prior to the Mid-Year Conference and End-of-Year Conference with evaluator.

- (1) Describe your progress to date for each SLO/goal.
- (2) Describe the professional learning and/or strategies that have contributed to your progress.
- (3) What additional resources do you need as work continues on your SLOs/goals?
- (4) Describe any challenges or barriers to achieving your SLOs/goals.
- (5) What opportunities have you taken to read and share articles, books, research, etc., related to your placement on the *Continuum of Professional Practice*?
- (6) What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your SLOs/goals?
- (7) How have you collaborated throughout the school year with colleagues regarding your SLO/goals?

Self-Evaluation/Observation Timeline for Tier I Teachers

(Years 1 and 2 teachers and teachers with “*Developing Practice*” or “*Ineffective Practice*”)

- Three formal in-class observations
- Three informal in-class observations

Action	Document	Person Responsible	Timeline
Continuum Rubric Completion at previous year's EOY conference	<i>Continuum of Professional Practice</i>	teacher and evaluator	June (Previous year)
Develop 1 SLO and 2 IAGD's	Goal Setting form and <i>Continuum</i>	teacher and evaluator	By November 15
One formal observation and one informal observation	Pre- and post-observation forms (teacher); observation reports (evaluator)	teacher and evaluator	By November 15
Total of two formal observations and two informal observations	Pre- and post-observation forms (teacher); observation reports (evaluator)	teacher and evaluator	By January 2
Mid-Year conference	Mid-year self-evaluation form and <i>Continuum</i>	teacher and evaluator	Between January 2 and March 15
Total of three formal observations and three informal observations	Pre- and post-observation forms (teacher); observation reports (evaluator)	teacher and evaluator	By April 1
Completion of the <i>Continuum</i>	<i>Continuum of Professional Practice</i>	teacher	By end-of-year conference date (before scheduled last day of school)
Completion of the <i>Continuum</i>	<i>Continuum of Professional Practice</i>	evaluator	By end-of-year conference date (before scheduled last day of school)
End-of-Year conference. Teacher provides completed self-reflection, final evidence and artifacts. Evaluator provides draft of completed <i>Continuum</i> .	Self-evaluation form and <i>Continuum of Professional Practice</i>	teacher and evaluator	Between May and June
Summative evaluation presented to teacher for signature	Summative Evaluation	Evaluator	By June 30

Self-Evaluation/Observation Timeline for Tier II Teachers

(Teachers with “Effective” or “Exemplary” who are in Year 3 or beyond)

- One Formal In-Class Observation – Every three years
- Three Informal In-Class Observations – **In off-cycle years**
- Also needed, at least one review of practice every year (non-classroom observations of practice)

Action	Document	Person Responsible	Timeline
Continuum Rubric Completion at previous year's EOY conference	<i>Continuum of Professional Practice</i>	teacher and evaluator	June (Previous year)
Develop 1 SLO and 2 IAGD's	Goal Setting form and <i>Continuum</i>	teacher and evaluator	By November 15
One formal observation	Observation report (evaluator)	evaluator	Before mid-year conference
Mid-Year Conference	Self-evaluation form and <i>Continuum</i>	teacher and evaluator	Between January 2 and March 15
Total of three informal observations or one formal observation (1 in three year cycle)	Pre- and post-observation forms (teacher);** observation reports ** (evaluator)	teacher and evaluator	Before end-of-year conference
Completion of the <i>Continuum</i>	<i>Continuum of Professional Practice</i>	teacher	By end-of-year conference date
Completion of the <i>Continuum</i>	<i>Continuum of Professional Practice</i>	evaluator	By end-of-year conference date
End-of-Year conference. Teacher provides completed self-reflection, final evidence and artifacts. Evaluator provides draft of completed <i>Continuum</i> .	Self-evaluation form and <i>Continuum of Professional Practice</i>	teacher and evaluator	Between May and June
Summative evaluation presented to teacher for signature	Summative Evaluation	evaluator	By June 30

** Plus: - Parent Engagement Goal
- Whole School Student Learning Indicator

** Informals do not require a Pre-Conference

Artifactual Evidence

The purpose of the artifactual evidence is to provide supporting documentation of the domains in the *Continuum of Professional Practice*. The artifactual evidence enables the teacher to self-reflect, demonstrate quality work, and allows for focused conversations with an evaluator. The emphasis is on the quality of work supporting the domains, not the quantity of materials presented. **The mid-year conference provides focus on which indicators may require additional evidence as identified in the Resource Guide—Artifact Evidence. It is not expected that artifacts are required for each indicator.**

Artifactual Evidence for Tier I Teachers

Year 1/Year 2 non-tenured teachers may refer to TEAM documentation as part of their self-evaluation. Other content may include items in *Examples of Evidence Form 1*. Team reflection papers may *not* be submitted as evidence.

Action	Person	Documents	Timeline
Identify documents that may support the goal and could be included in the End-of-Year conference	Teacher	Completed <i>Continuum-Aligned Evidence Planning Sheet</i> (Form 2 see pg. 58)	September-November
Begin collection of materials	Teacher	Evidence of two domains: Classroom Environment and Planning & Preparation (See Form 1 on pg. 56 for examples)	September (pre-data)
Finalize artifactual evidence for mid-year conference	Teacher and Evaluator	Evidence of two domains: Instruction and Assessment (See Form 1 on pg. 56 for examples)	January 2–February 15
Continue to collect materials	Teacher	Evidence of final domain: Professional Responsibilities (See Form 1 on pg. 56 for examples)	March-June
Complete evidence collection	Teacher	Documentation and collection of all other evidence/artifacts	May-June
Bring evidence to End-of-Year Conference	Teacher and Evaluator	Final Documentation	May-June

Artifactual Evidence for Tier II Teachers

Teachers in this category may include items in Form 1.

Action	Person	Documents	Timeline
Identify documents that may support the SLOs/goals and could be included as artifactual evidence	Teacher	Completed <i>Continuum-Aligned Evidence Planning Sheet</i> (see Form 2 on pg. 58)	September
Revision following Mid-Year Conference	Teacher and Evaluator	Revised <i>Continuum-Aligned Evidence Planning Sheet</i> (Form 2 see pg. 58)	January
Bring evidence to the End-of-Year conference	Teacher and Evaluator	Final Documentation	May

Note: At the mid-year conference the evaluator and teacher will discuss the types of evidence or additional evidence/artifacts that may be necessary to provide multiple sources of data.

Stakeholder Feedback Protocols

Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

10% of a teacher's evaluation will be based on **parent feedback**.

Requirements:

- Surveys must be fair, reliable, valid, and useful
- Student surveys are created and administered in an age-appropriate manner
- Surveys will be administered electronically
- Survey results are confidential and anonymous
- Results align with and influence student learning objectives (SLOs/goals)
- Sample surveys created by the Connecticut State Department of Education for pilot administration in the 2013-2014 school year

Category 2 - Parent Feedback (10 %)

Ten percent (10%) of a teacher's evaluation shall be based on parent feedback. Regional School District Number One will use whole-school parent survey data to support school and teacher goal-setting at the beginning of each school year. Connections will be made, when appropriate, between a teacher's Student Learning Objectives (SLOs) and the results of the parent feedback survey data to ensure that the parent feedback is taken seriously and used to support increased student performance.

Parent surveys will be administered each year. A baseline survey of parents will be conducted in April 2014 to provide data for the initial (pilot) year of the regional evaluation plan. In subsequent years, administrators and teachers will collaboratively analyze survey data from the previous school year to elicit school-wide goals for improved student performance based on parent feedback. Individual teachers or groups of teachers may, in collaboration with their evaluator, develop a professional growth goal related to the results of the parent feedback survey data.

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of SEED.

The process described below focuses on:

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

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

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

Note: CSDE recognizes that in the first year of implementation baseline parent feedback may not be available. Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent *engagement* goal that is not based on formal parent feedback.

Appendix J contains a model parent survey that can be used to collect parent feedback. Districts may use that survey, use existing survey instruments or develop their own. School districts are encouraged to work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results **and other appropriate data sources**. Ideally, this goal-setting process would occur between the principal and teachers (possible during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

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

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

4. Measuring Progress on Growth Targets

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

5. Arriving at a Parent Feedback Rating

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

As required by the State PEAC guidelines, parent feedback will be anonymous and not targeted at any individual teacher. The data collected through the survey will be reported in the aggregate and reviewed by the teacher and evaluator during the End-of-Year conference, during which supervisors and teachers will, using reliable and valid evidence, determine the degree to which the teacher has met established school or individual goals set. Focus on the indicators outlined in the *Regional School District Number One Continuum of Professional Practice* will be taken into consideration to assist in the final rating of a teacher's performance in this category, and the following scale will be used in alignment with the *Continuum*.

Parent Feedback

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

Arrangements for the administration of the Parent Survey will be made by each individual school through its leadership team. It is expected that parents would be able to take the survey in the school building or at home during a pre-determined time frame. A building designee or designees will be responsible for collecting and analyzing the results of the survey no later than two weeks after the conclusion of the administration. Within one month from the administration of the survey, the building principal will disseminate the information to the faculty. Each year a building level focus group comprised of faculty, administrators, students, and parents will review and refine the surveys. See **Appendix J** for the Parent Survey document.

Category 3 – Whole-School Measures of Student Learning or Student Feedback (WSSLI) (5%)

Whole-school measure of student learning or student feedback (5%) as determined by aggregate student learning indicators or student surveys. For teachers, the whole-school student learning indicator (WSSLI) (5% components of summative rating) is represented by the aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating. This means that the rating the administrator receives for his/her 45% component is what the teachers receive as the rating for their 5% WSSLI component. Typically, the administrator’s 45% component rating would be based on SPI and at least two locally-determined indicators of student learning. However, in the absence of SPI, this rating would be determined by the locally-determined indicators.

WSSLI Goal Attainment

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

Category 4 - Student Learning (45%)

Forty-five percent (45%) of a teacher's summative evaluation rating shall be based on attainment of at least two goals for student growth (Student Learning Objectives or SLOs) that use multiple indicators of academic growth and development to measure teacher performance.

- One half (or 22.5%) of the evidence used by an evaluator to make judgment in this category shall be based on a teacher's goals related to the state or national test for those teaching grades and/or disciplines tested, or another standardized indicator for other grades and subjects, where available.
- The other half (22.5%) of the evidenced used by an evaluator to make a judgment in this category shall be based on a teacher's goals related to non-standardized assessments of student growth and achievement, including, but not limited to:
 - A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.
 - A minimum of one non-standardized indicator.

Goals and Student Learning Objectives

Annual goal-setting is not a new phenomenon in Region One, and the *Connecticut Guidelines for Teacher Evaluation* require that teachers establish "at least one but not more than four goals/objectives for student growth" (2012a, p. 10). Additionally, while not specifically stated in the *Guidelines*, it is clear that additional goals will be required of teachers, as the *Guidelines* describe conferences between teachers and administrators, "that allow evaluators and teachers to set goals" (2012a, p. 14); and "teacher ratings in this area may be based on a teacher's improvement in performance goals based on student feedback" (2012a, p. 16). Additionally, the "SEED Document," *SEED: Connecticut's System for Educator Evaluation and Development*, published in 2012 appears to require between one and three goals that are aligned with the *Regional School District Number One Continuum of Professional Practice*.

Flexibility options for 2014-2015, **and subsequent years**, to the State Guidelines require one SLO with two IAGDs which include one classroom-based assessment (non-standard) and one non-state standardized assessment (e.g. DRP, AIMSweb, regional assessments). Flexibility Options communication clarifies that teachers can select between one and four goal(s)/objectives for student growth. If teachers select only one goal/objective, then there needs to be at least two indicators for academic growth and development (IAGD). If a teacher selects more than one goal/objective, then each goal/objective needs to have at least one IAGD. One half (22.5%) of the IAGDs used as evidence of whether the goal/objective is met, shall be based on standardized indicators other than the state test for 2014-2015, **and subsequent years**, pending federal approval. The other half (22.5%) of IAGDs shall be based on a minimum of one non-standardized indicator. One-half of IAGDs – 22 ½% - shall be based on a standardized indicator, where appropriate and available, and the other one-half of IAGDs – 22 ½% - shall be based on non-standardized indicators. There could be multiple – more than two - IAGDs, but two IAGDs that meet the standardized and non-standardized requirement would be acceptable (SDE – May 2014).

For purposes of the Region One *Educator Evaluation and Development Plan*, codified in the *Regional School District Number One Continuum of Professional Practice*, the number and types of goals will vary based on the teacher's years of experience and prior performance ratings.

SMART Goals

SMART Goals first appeared in literature in a 1981 article by George T. Doran. Doran posited that managers “are confused by all the verbiage from seminars, books, magazines, consultants, and so on” (p.36) and coined the acronym SMART to help those managers craft meaningful objectives. It is interesting to note that Doran actually used SMART to describe objectives and not goals. Doran suggested that all objectives should be:

- Specific: target(ing) a specific area for improvement;
- Measurable: quantifiable or at least suggesting an indicator of success;
- Assignable: specifying who will be doing it;
- Realistic: stating what results can realistically be achieved, given available resources; and
- Time-Related: specifying when the results can be achieved (p. 36).

Doran made clear that every objective did not need to have all five components, but rather that “the closer we get to the SMART criteria as a guideline, the smarter our objectives will be” (p.36).

Newer versions of the SMART acronym both alter the meanings of the letters and allow for the use of the SMART process for goals. The *Connecticut SEED* (2012) document describes SMART goals in this way:

- Specific and strategic: The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- Measurable: Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- Aligned and attainable: The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- Results-oriented: All goals should be stated as an outcome or result.
- Time-bound: The time frame for achieving the goal must be clear and realistic (p. 41).

Guidelines for Writing SMART Goals

The criteria for assessing student growth using multiple indicators of academic growth and development will be developed through professional discourse by each teacher and his or her evaluator at the beginning of the year. In the event mutual agreement is not reached the evaluator will define goals. Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

- Standardized Indicators
 - Standardized assessments are 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.
- Standardized assessments include, but are not limited to:
 - AP exams;
 - SAT-9;
 - AIMSweb;
 - 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, CCSS assessment consortium assessment item banks, or commercially produced, such as Blue Ribbon Study.
- Non-standardized Indicators
 - Non-standardized indicators include, but are not limited to:
 - 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);
 - Artifactual evidence 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).

When selecting indicators used to gauge attainment of goals:

- Teachers and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as previously described.
- The completed SLOs/goals with associated indicators must meet three criteria: deeply relevant to the teacher’s assignment and address a significant portion of his or her students; include specific, measurable evidence; be attainable but ambitious and represent a year’s worth of growth (or semester’s worth as appropriate). Indicators can address subgroups as appropriate.
- Teachers are encouraged to collaborate on SLOs with grade level or subject partners. SLOs can also be the same for a group of teachers, but quantitative targets can be different based on the specific students assigned to the teacher.

Within the process, the following are descriptions of developing Indicators of Academic Growth and Development (IAGDs).

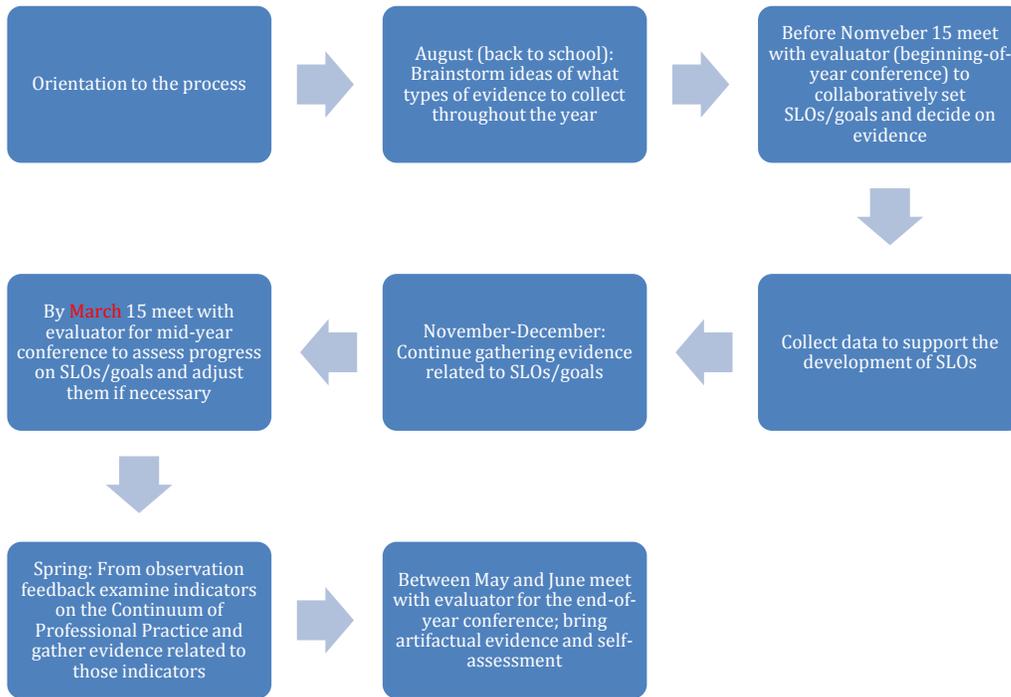
- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.

- Fair to teachers - The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his or her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

Goal-Setting Conferences and Timelines

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations. These conversations between the teacher and evaluator will occur 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 or her performance, set development goals, identify development opportunities, and promote collaboration. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Figure 4: Overview of Goal Setting Timeline



Goal Setting and Planning:

Timeframe: On or before November 15.

1. 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 in it. In this meeting, they will discuss any school or district priorities that should be reflected in the SLOs/goals, and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. Teacher Reflection and Goal-Setting: The teacher examines student data, prior year’s evaluation and survey results and the *Region One Continuum of Professional Practice* to draft SLOs/goals. As an option, the teacher may collaborate in grade-level or subject matter teams to support the goal-setting process. Teachers will establish an individual goal which may be shared by others.

3. Goal-Setting Conference: The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The teacher and his/her evaluator must mutually agree on the goals and indicators of IAGDs.

Mid-Year Check-In:**Timeframe: Between January 2 and March 15**

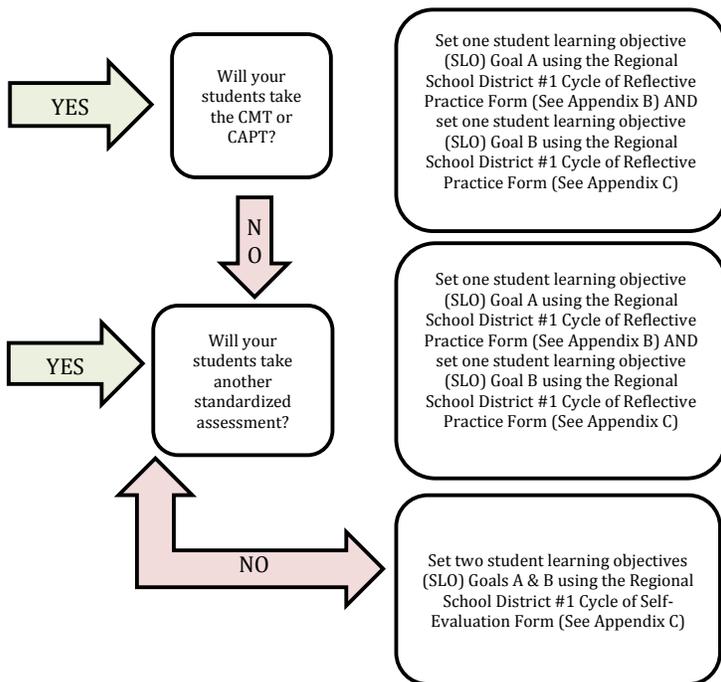
1. Reflection and Preparation: The teacher and evaluator reflect on evidence collected during the school year to date about the teacher's practice and student learning in preparation for the check-in.
2. Mid-Year Conference: The evaluator and teacher complete at least one mid-year check-in conference during which they review progress and performance on student learning objectives (SLOs/goals) to date. The Mid-Year Conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs/goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his or her development areas. **Further, the mid-year conference provides a dialogue on the continuum of professional practice framework indicators that may identify a need for additional evidence. Please refer to the section in Artifacts (Pages 17 & 18) in this guide. Evaluators and teachers will discuss evidence and identify areas in need of further documentation/data with the expectation that artifacts/evidence on each indicator may not be required.**

End-of-Year Summative Review:**Timeframe: Conference between May and June; evaluation presented to teacher by the end of the year**

1. Teacher Self-Assessment: The teacher reviews all information and data collected during the year and completes a self-assessment form for review by the evaluator.
2. Scoring: The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly enough to change the final rating. Such revisions should take place as soon as state test data are available and before September 15. The teacher should be notified of any changes to the rating.
3. End-of-Year Conference: The evaluator and the teacher meet to discuss all evidence collected to date and to discuss ratings. The teacher and evaluator will utilize the *Continuum of Professional Practice* to guide their conversation. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

Teachers will use **Figure 5** (below) to determine which SLO/goals they will develop:

Figure 5:



Example SLO and IAGDs

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
Eighth Grade Science	My students will master critical thinking concepts of science inquiry.	<ol style="list-style-type: none"> 78% of my students will attain at least a 4 on the CMT section concerning science inquiry. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	<ol style="list-style-type: none"> 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

SLO/IAGD Goal Attainment

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

*Students refers only to the group of students specifically mentioned in the goal.

Aggregate and Summative Scoring

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

Determining Summative Rating

Step 1: Calculate teacher performance level score on the *Region One School District Professional Growth Continuum*.

Continuum Scoring

Domain	Score	Weighting	Points (Score x Weight)
I. Planning and Preparation		20%	
II. Classroom Environment		20%	
III. Instruction		20%	
IV. Assessment		20%	
V. Professional Responsibilities		20%	
Total Score			

Continuum Scoring EXAMPLE

Domain	Score	Weighting	Score (Score x Weight %)
I. Planning and Preparation	2.8	20%	.56
II. Classroom Environment	2.9	20%	.58
III. Instruction	3.1	20%	.62
IV. Assessment	2.2	20%	.44
V. Professional Responsibilities	3.0	20%	.60
Total Score			2.8 (Developing Practice)

Step 2: Determine Final Practice Rating

Calculating the Practice Rating

Components	Score	Weighting	Points (Score x Weight)
Continuum Score		40	
Parent Feedback		10	
Total Score			

Calculating the Practice Rating EXAMPLE

Components	Score	Weighting	Points (Score x Weight)
Continuum Score	2.8	40	126
Parent Feedback	2.5	10	25
Total Score			151 (Level 3 Proficient)

Step 3: Determine the Performance Level for the Practice Rating by Using the Rating Table Below.

Practice Rating Table

Point Range	Performance Level Rating
175-200	Level 4-Highly Effective Practice (Exemplary)
127-174	Level 3-Effective Practice (Proficient)
81-126	Level 2-Developing Practice (Developing)
50-80	Level 1-Ineffective Practice (Below Standard)
Final Teacher Performance and Practice	

Step 4: Determine the Final Outcome Rating.

Calculating the Outcome Rating

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)		45	
Whole-School Indicator (SPI)		5	
Total Score			

Calculating the Outcome Rating EXAMPLE

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)	2.7	45	121.5
Whole-School Indicator (SPI)	3.0	5	15
Total Score			136.5 (Level 3 Proficient)

Step 5: Determine the Performance Level for the Outcome Rating by Using the Rating Table Below.

Outcome Rating Table

Point Range	Performance Level Rating
175-200	Level 4-Highly Effective Practice (Exemplary)
127-174	Level 3-Effective Practice (Proficient)
81-126	Level 2-Developing Practice (Developing)
50-80	Level 1-Ineffective Practice (Below Standard)
Final Teacher Performance and Practice	

Step 6: Using the *Summative Performance Rating Matrix* below, determine the final performance rating for a teacher based on their combined scores. To use the table, identify the teacher’s 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. Note that the table below uses the state performance level language.

Summative Performance Rating Matrix					
		Outcome Rating			
		Exemplary	Proficient	Developing	Below Standard
Practice Rating					
	Exemplary	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient	Exemplary	Proficient	Proficient	Gather Further Information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather Further Information	Below Standard	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a novice teacher’s career. A “below standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “developing” in year two, and two sequential “proficient” ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.

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

Region One Dispute Resolution Process:

Should the evaluator and teacher not reach an agreement on the teacher's Goals/SLOs/IAGDs or overall summative performance rating, they (evaluator and teacher) shall submit documentation to the Assistant Superintendent to begin the dispute resolution process.

Goals/SLOs/IAGDs – Must be disputed by November 1st of each school year

Evaluation Period – as determined by Connecticut state statute

Summative Evaluation Rating/Feedback/Professional Development Plan:

- Must be disputed within five school days of summative meeting
- Feedback from informal or formal observations is not disputable

The Region One Dispute Resolution Process applies to:

- feedback from summative evaluations that result in overall ratings of “Developing” or “Below Standard”
- goals, SLOs, and IAGDs

Process/Timeline: - Only after all remedies between the evaluator and evaluatee have been exhausted can the dispute resolution process commence.

- Teacher submits a request, signed by the teacher and the evaluator, to the dispute resolution Chairperson (Assistant Superintendent) who will convene the Dispute Resolution Committee.
 - For disputes involving Goals/SLOs/IAGDs, the teacher files a request to the Assistant Superintendent by November 1st of each school year.
 - For disputes involving summative evaluations and end of the year rating report(s), dispute request must be received by the Assistant Superintendent within five school days of the receipt of the rating report(s).
 - The Dispute Resolution Committee will convene within ten school days of receipt of the teacher's request.

Region One Dispute Resolution Committee Membership:

- Chairperson of CPDTE (Assistant Superintendent)
- One principal/administrator (not an administrator involved in the dispute)
- One collective bargaining unit-appointed member selected from the CPDTE committee (by nomination and election by paper ballot; paper ballot to be read aloud at meeting)
 - If the collective bargaining unit-appointed member is a colleague of the teacher (employed in the same school) requesting dispute resolution, it will move to the alternate collective bargaining unit-appointed member
- One volunteer member (who is not a collective bargaining unit-appointed committee member or administrator) selected from the CPDTE committee. If there is more than one volunteer from the floor, it will go to a paper ballot vote.
 - If the volunteer member is a colleague of the teacher (employed in the same school) requesting a dispute resolution, it will move to the alternate member.

If agreement cannot be reached by three quarters of the Dispute Resolution Committee, the Superintendent of Schools will issue a final decision within ten school days of receipt of the complaint. Three quarter decision of the Dispute Resolution Committee will be binding.

All Dispute Resolution Committee members shall retain the confidentiality of the parties involved in the dispute and information and discussions of the dispute.

Under extenuating circumstances, the timelines may be extended.

The Superintendent has the discretion, in the absence of the Assistant Superintendent, to appoint an administrator as Dispute Resolution Committee Chairperson.

Alternate Collective Bargaining Unit-appointed representatives are not eligible for nominations to the Dispute Resolution Committee.

Data Management System: BloomBoard

Bloomboard is the District's web-based performance management software. All forms associated with the *Region One School District Evaluation Manual* will be accessed electronically by teachers and evaluators via the District's website www.region1schools.org.

Beginning with the 2015-2016 school year all Region One schools will utilize the approved SEED forms.

Orientation to the Teacher Effectiveness and Professional Practice (TEPP) Manual:

Region One Schools will present an overview of the *Teacher Effectiveness and Professional Practice Evaluation (TEPP) Manual* to all certified staff annually on the first teachers' day at the beginning of the school year. Throughout the year, some faculty meeting time will be devoted to pieces of the *TEPP* process and procedures. In subsequent years, the *TEPP* manual will be part of each new teacher orientation program offered by the Region One schools.

Developing and Supporting Teachers through Professional Learning

The goal of professional learning opportunities in Region One School District is to promote teacher inquiry and reflection in order to improve student achievement. Professional learning opportunities will be guided by district, school and teacher needs and based on Learning Forward's *Standards for Professional Learning* (2011). As evident in Region One School District's *Teacher Effectiveness and Professional Practice Evaluation Manual*, we believe that all teachers must be models of continuous learners, where goal-setting, assessment, reflection, and adjustment are cyclical practices. Currently at the forefront of our continuous improvement plans are the instructional and assessment shifts predicated by the Common Core State Standards and the accompanying Smarter Balance Assessments Consortium efforts designed to create college and career ready students for the 21st century.

Region One Professional Development Plan

Statement of Purpose

The purpose of the *Region One Professional Development Plan Program* is to improve teaching and increase student learning through the retention and development of highly competent faculty. The *Professional Development Program* serves to promote local *School Improvement Plans* which address the unique needs of each of the region's schools, while contributing to a district-wide improvement plan and regional educational goals. The *Region One Professional Development Program* serves to increase professionalism by providing a variety of opportunities for learning and leadership to support the ongoing professional growth of the Region One faculty.

I. Principles and Standards for Professional Development

Recent educational research and reports emphasize the central role that professional learning must play in school improvement efforts. There is growing recognition today at the local, state and national levels that high-quality staff development is a key element in student achievement. The present paradigm shift in professional development focuses on student growth and achievement. Student achievement is intrinsically linked to assessment of student learning as new programs and plans for professional development, teacher evaluation and curriculum design must be driven by student outcomes.

The *Region One Professional Development Plan* recognizes the following elements outlined by the Connecticut State Department of Education as essential to the implementation of a successful professional development program:

1. Professional development needs are primarily determined by differences between standards for student learning and actual student performance throughout the region.

2. Educators as learners work collaboratively in identifying their learning needs and in implementing learning opportunities to meet identified student needs.
3. Professional development is primarily school-based, ongoing and integral to achieving SLOs.
4. Learning opportunities may be related to individual needs and interests but are, for the most part, organized around collaborative problem-solving and inquiry cycles based on student learning objectives.
5. Multiple measures are used over time to accurately identify patterns of student learning to determine the impact of professional development (and subsequent changes in teaching practices and curriculum) on student learning. Professional learning is ultimately evaluated on the basis of its impact on student learning; the evaluation results are used to guide subsequent professional development efforts.
6. Adequate time is devoted to having educators work *collaboratively* to examine student work to determine the student learning needs and the related professional development needs in learning.
7. Professional development learning opportunities model effective learning processes. Learning is structured in order to actively involve participants and intertwine theory and practice in developing the knowledge and skills to be learned. Time is also needed for participants to progress through the stages of professional development; acquiring knowledge and skills, application and practice, implementation/management, refinement, and impact. Structures must be developed which allow for follow-up and support formal training through onsite expertise.
8. Professional development utilizes job-embedded learning and recognizes that educators are participating in professional development when they have the opportunity to collaboratively solve relevant classroom problems (grade level team meetings, data teams and professional meetings). Utilizing internal expertise enriches learning through collegial problem-solving, thoughtful analysis and cycles of inquiry. Teachers and administrators working with one another is a powerful but often neglected mechanism for learning from one another and improving student learning.

Four Prerequisites for Effective Professional Learning

1. Educators' commitment to students, *all* students, is the foundation for effective professional learning.
2. Each educator involved in professional learning comes to the experience ready to learn.
3. Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
4. Like all learners, educators learn in different ways and at different rates. (Learning Forward, 2011)

Standards for Professional Learning

Below we have listed the newly revised standards from Learning Forward (2011), formerly known as the National Staff Development Council.

Standards for Professional Learning			
<i>Professional learning that increases educator effectiveness and results for all students...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

I. Teacher Assistance Process

The Region One Schools expect that teachers will have ratings of *Proficient* or *Exemplary*. In the event that a teacher's rating is *Developing* or *Below Standard* at the end of a school year or at the start of the following school year, the teacher will be notified that he/she is being placed on assistance for professional growth and a year-long plan will be developed.

After being notified of assistance for professional growth, a copy of the notification will be given to the teacher, Superintendent, Assistant Superintendent and placed in the teacher's personnel file within five (5) school days. Within ten (10) school days, the evaluatee and evaluator, in consultation with such teacher and his/her exclusive bargaining representative, will mutually develop an *Assistance Action Plan for Professional Growth*. This plan will take effect for the school year following the year of a rating of *Developing* or *Below Standard*. If agreement on a plan cannot be reached the evaluator will make the final determination.

The Assistance Action Plan for Professional Growth will be implemented when a teacher is notified of a rating of *Developing* or *Below Standard*. The *Assistance Action Plan* will be reviewed at the mid-year (by February 1) and final determination of performance rating will be made by June 30th. Shall mutual agreement not be achieved, the teacher shall refer the matter to the dispute resolution committee.

For teachers who attain a rating of *Developing* and have shown growth after one (1) year of placement on an *Assistance Action Plan for Professional Growth*, the teacher will remain on the *Assistance Action Plan* for one (1) additional year. This will allow two (2) consecutive years for a teacher who has not yet rated *Proficient* or higher, but is showing growth. If a rating of *Proficient* or higher is not attained at the end of two (2) consecutive years, a teacher will be recommended for non-renewal or termination to the Superintendent.

For teachers who attain a rating of *Below Standard* he/she will have one (1) school year to attain a rating of *Developing* or higher. If, at the end of one (1) year on the *Assistance Action Plan for Professional Growth*, the rating is *Developing*, the teacher will have one (1) additional school year to attain a rating of *Proficient* or higher. If, after one (1) year on the *Assistance Action Plan* the rating remains *Below Standard*, the teacher will be recommended for non-renewal or termination to the Superintendent.

II. Appeals Process

If the evaluator and teacher cannot agree upon any element of the process of *Assistance Action Plan*, the matter will be referred to resolve any dispute. A checklist has been developed (See Pg. 41) to guide the teacher, evaluator, Superintendent, and Assistant Superintendent in their respective responsibilities. The evaluatee, evaluator, Superintendent, and Assistant Superintendent will refer to this checklist as a starting point to ensure the due process rights of the evaluatee and to support the rights and responsibilities of the evaluator. The evaluatee and evaluator will provide documentation that the recommendations have been acted upon with a specified time frame. If the dispute remains unresolved between the two parties the Superintendent or Assistant Superintendent will make a determination, the evaluator and evaluatee will meet with the Superintendent of Schools. Given that the Superintendent and/or Assistant Superintendent are ultimately responsible for teacher evaluation, he or she will have the final authority to resolve such disputes.

Assistance Action Plan for Professional Growth

Checklist

Performance Objectives:

1. Were the performance objectives related to the CCT?
2. Were the performance objectives set collaboratively?
3. Were clear indicators of success defined?
4. Were an action plan and appropriate timeline for completion included?
5. Was there discussion between the teacher and evaluator regarding any disputed performance objectives? Was this discussion documented? Were interventions suggested? Attempted?

Evaluation Procedures:

1. Is the teacher tenured in one of the seven Region One Schools?
2. Have the timelines set by this Plan been followed?
3. Did a conference occur between the evaluator and teacher to identify specific areas of weakness and provide strategies for improvement? Was evidence provided?
4. If the teacher disputed the evaluation, was a written response to the evaluation provided by the teacher? Was this response discussed and included in the evaluation documents?
5. Was the teacher provided opportunities to obtain support, feedback and professional development?
6. Did the teacher take advantage of these opportunities?

Assistance Plan:

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

Appendix A:
Region One Schools
Vision/Mission Statements

Central Office, Falls Village, CT

The mission of Central Office is to provide leadership and support to administrators, teachers, board members, and the community, in order to inspire a passion for teaching and learning and ensure all children are challenged and expected to learn. This can be achieved when we establish high expectations, enrich curricula and form mutual partnerships in respectful, caring environments.

The vision for our regional schools is to be strong learning communities. We must focus on continuous improvement and creativity throughout our organization and resist the temptation to accept the status quo.

Lee H. Kellogg School, Falls Village, CT

The mission of the Lee H. Kellogg School, in partnership with staff, students, families, and community is to foster high levels of academic achievement and continuous social development for all students. It takes all of our stakeholders to provide the quality education that can be found at Kellogg School.

The vision for our regional schools is to be strong learning communities. We must focus on continuous improvement and creativity throughout our organization and resist the temptation to accept the status quo.

Cornwall Consolidated School, Cornwall, CT

Cornwall Consolidated School is a collaborative community that honors individuality, inspires creativity, and is dedicated to developing perseverance, excellence, and a passion for life-long learning.

In pursuit of this Mission, we believe:

- Students are most successful when family, school and community work together.
- All students benefit from engaging, supportive and challenging learning experiences that prepare them for their ever changing world.
- A safe and respectful environment is essential for increasing student growth, responsibility, and independence.

- It is important to honor the history and values of our unique community while continuously improving teaching and learning.

Kent Center School, Kent, CT

The mission of the Kent Center School is dedication to promoting student learning through independence of thought and spirit in a framework of cooperation, responsibility and respect.

The vision of our regional schools is to be strong learning communities. We must focus on continuous improvement and creativity throughout our organization and resist the temptation to accept the status quo.

North Canaan Elementary School, North Canaan, CT

The mission of the North Canaan Elementary School community is to ensure that learning occurs in every student, challenging all members to become lifelong, active learners in an environment of mutual respect, cooperation and understanding.

The vision for North Canaan Elementary School is to build a strong community of learning through the partnership of teachers, parents and students. The focus is on a strong support for learning, creation of a robust learning culture and advancement of continuous school improvement.

Salisbury Central School, Lakeville, CT

The mission of Salisbury Central School is achievement, respect, responsibility, effort, and cooperation. The aim of education at Salisbury Central School is to promote independence of thought and spirit and to help students function and be productive members of society. Students will learn at high levels, in a challenging, supportive environment. Each student will come to school prepared to learn, will be responsible for his or her own learning, will demonstrate a concern for others, and will enter into learning activities with curiosity and energy.

The vision at Salisbury Central School is to provide equal educational opportunities to exist for all students. Our commitment is to provide activities which enhance each student's intellectual, physical, social and emotional development. Academics and the needs of students are held in equal value. The dignity and uniqueness of the individual are respected. We strive to create a learning environment that meets individual needs and learning styles.

Open communication among students, staff, parents, and community is fostered. The relationship between parents and teachers is one of cooperation and sharing in seeking to provide the best possible education environment for each student. Our goal for our school is to guide students in becoming sensitive and productive human beings who enjoy learning and who are, therefore, equipped to meet challenges during their high school years and their future as members of society.

Sharon Center School, Sharon, CT

The mission of Sharon Center School is to engage students in academic pursuits that result in the highest level of achievement and in the motivation for life-long learning. Our students will grow in a safe and secure school community where we promote the individuality and unique talents of each student and the importance of responsibility, integrity and teamwork.

The Sharon Center School Visions:

- We envision a school community that will be recognized in the greater community as a disciplined yet nurturing environment conducive to learning.
- We envision a school community in which staff members serve as positive role models by working together in collaborative teams to promote life-long learning in themselves and their students.
- We envision a school community in which parents and community members will work with school staff to shape a culture of support and caring.
- We envision a school community in which the administrator will be a leader of leaders who is knowledgeable about current research in teaching and learning practices, who creates a professional climate conducive to share leadership and who helps to develop leadership skills in others.
- We envision a school where the curricula will be aligned with local, state and national standards for students' academic achievement and developmental needs. It will contain effective coordination and articulation with the school and throughout Region One.

Housatonic Valley Regional High School, Falls Village, CT

The mission of the Housatonic Valley Regional High School community is to promote personal and academic growth, as well as independence of thought and spirit for all its members, within a culture of respect, responsibility and safety.

The core values that support this statement include a commitment to 21st century academic expectations which encourage all members to grow to their potential, accept and respect different learning styles, solve problems and think analytically, and communicate their ideas effectively.

Members of the school community are also expected to make ethical choices, demonstrate social and civic responsibility and evidence pride and care for the school and its environment.

The vision of our regional schools is to be strong learning communities. We must focus on continuous improvement and creativity throughout our organization and resist the temptation to accept the status quo.

Region One Central Office, Falls Village, CT

The mission of Central Office is to provide leadership and support to administrators, teachers, board members, and the community, in order to inspire a passion for teaching and learning and ensure all children are challenged and expected to learn. This can be achieved when we establish high expectations, enrich curricula and form mutual partnerships in respectful caring environments.

The vision for our regional schools is to be strong learning communities. We must focus on continuous improvement and creativity throughout our organization and resist the temptation to accept the status quo.

Every school environment will be safe, positive, nurturing, and respectful. Collaboration amongst colleagues is the foundation of school improvement. Parents and community members are an integral part of our school culture. Every school will guarantee the presence of a viable curriculum that is driven by high quality instruction and assessment in all content areas. The development of the whole child is everyone's responsibility.

All children will learn, and it is every educator's responsibility to see that learning occurs in every student. All educators will continue to grow and learn. All schools will continue to improve and raise the level of achievement, as well as the social-emotional and physical growth of their students. Teaching is a profession, and requires all practitioners to respect and model the expected behaviors and to engage in activities beyond the realm of their classrooms.

Appendix B - Region One School District Continuum of Professional Practice

Domain 1: Planning and Preparation				
Indicators	Performance Levels			
	Ineffective Practice	Developing Ineffective Practice	Effective Practice	Highly Effective Practice
1- Uses CCSS and other relevant standards in planning and preparation	Teacher demonstrates limited or no connection between CCSS and other relevant standards and learning goals for students.	Teacher inconsistently connects CCSS and other relevant standards to learning goals for students.	Teacher consistently uses and understands the relationship between current CCSS and other relevant standards and learning goals for students.	Teacher consistently uses and understands the relationship between current CCSS and other relevant standards and learning goals for students, and articulates these relationships to students, parents and colleagues.
2- Designs units and lessons with meaningful goals and objectives	There is little or no evidence that teacher designs units and/or lessons with meaningful instructional outcomes.	Teacher inconsistently designs units and lessons with meaningful instructional outcomes.	Teacher consistently designs units and lessons with meaningful, measurable instructional outcomes.	Teacher consistently designs units and/or lessons with meaningful, measurable instructional outcomes and with goals reflective of higher-order thinking and academic rigor.
3- Develops coherent and organized units, lessons and learning tasks that build on students' prior knowledge, skills, learning styles, and interests	Teacher develops units, lessons and learning tasks with limited coherence and organization and/or do not build on students' prior knowledge, skills and interests.	Teacher inconsistently develops units, lessons and learning tasks with coherence and organization and/or that build on students' prior knowledge, skills and interests.	Teacher consistently develops coherent and organized units, lessons and learning tasks that build on students' prior knowledge, skills and interests.	Teacher consistently develops coherent, organized and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests, recognizing individual and whole group needs.
4- Integrates learning activities that facilitate real world and/or interdisciplinary connections	There is little or no evidence that teacher designs learning activities that facilitate real world and/or interdisciplinary connections.	Teacher inconsistently designs learning activities that facilitate real world and/or interdisciplinary connections.	Teacher consistently designs learning activities that facilitate real world and/or interdisciplinary connections.	Teacher consistently designs learning activities that facilitate current, authentic, real world, and interdisciplinary connections.

5- Includes strategies for teaching and supporting content area literacy and numeracy skills	There is little or no evidence that teacher includes strategies for teaching and supporting developmentally appropriate, content area literacy and numeracy skills.	Teacher inconsistently includes strategies for teaching and supporting developmentally appropriate content area literacy and numeracy skills.	Teacher consistently includes strategies for teaching and supporting developmentally appropriate, content area literacy and numeracy skills.	Teacher consistently includes a variety of strategies for teaching and supporting developmentally appropriate, content area literacy and numeracy skills that reflect current best practices.
6- Plans for student cognitive engagement and active learning	Plans and activities are primarily teacher-centered, with little or no evidence of planning for opportunities for student cognitive engagement and active learning.	Teacher inconsistently plans for active learning. Instructional strategies may promote some student cognitive engagement, but lack variety or are mismatched to students or materials.	Teacher consistently plans for active learning, and instructional strategies are varied to promote student cognitive engagement. Instructional strategies are well matched to students and materials.	Teacher consistently plans for the use of instructional strategies that include active, student-directed learning, varied to promote student cognitive engagement. Instructional strategies are well matched to students and materials. Teacher plans for students to learn from one another.
7- Plans for effective pacing across the year	There is little or no evidence of effective pacing for instructional goals across the year, units and/or lessons.	Teacher inconsistently plans and prepares for effective pacing across the year, units and/or lessons. Time allotted is either too much or too little for the instructional goals.	Teacher consistently plans and prepares for effective pacing across the year, units and lessons. Time allotted is appropriate to instructional goals. Teacher alters planning within and between units to account for emerging student needs.	Teacher consistently plans and prepares for effective pacing across the year, units and lessons. Time allotted is appropriate to instructional goals. Teacher alters planning within and between units to account for emerging student needs based on specific formative and summative assessment data.

Domain 2: Classroom Environment				
Indicators	Performance Levels			
	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1- Creates and maintains clear social expectations and a safe and orderly classroom environment	Teacher has not established clear classroom routines or expectations for behavior and safety. Consequences and feedback for student misbehavior may be untimely, arbitrary or inappropriate.	Teacher has established routines and expectations for behavior and safety that are inconsistently reinforced. Consequences and feedback are appropriate but inconsistently applied and may not be timely.	Teacher has established routines and expectations for behavior and safety that are consistently reinforced. Consequences and feedback are timely, appropriate and consistently applied.	Teacher has worked with students to establish routines, expectations and consequences for behavior and safety that are consistently reinforced. Consequences and feedback are timely, appropriate, consistently applied and individual to the learning needs of the student.
2- Establishes instructional routines and makes transitions consistently and with clarity in order to maximize time devoted to instruction and learning	Instructional routines are limited resulting in significant loss of instructional time. Unorganized transitions result in significant loss of instructional time.	Instructional routines are inconsistently applied resulting in some loss of instructional time. Transitions are inconsistently managed resulting in some loss of instructional time.	Instructional routines are consistently applied to maximize instructional time. Transitions are consistently managed to maximize instructional time.	Instructional routines are consistently applied resulting in minimal loss of instructional time. Transitions are consistently managed, resulting in maximum instructional time. Students exhibit responsibility for managing routines and transitions.
3- Creates environment of respect and rapport for all students	Teacher creates an environment that is negative, demeaning or inappropriate for some or all students.	Teacher creates an inclusive environment that is respectful and responsive to the needs of all students, but may reflect occasional inconsistencies.	Teacher creates an inclusive environment that is consistently respectful and responsive to the needs of all students.	Teacher and students create an inclusive environment that is consistently respectful and responsive to the needs of all students. Students exhibit responsibility for maintaining a respectful environment.
4- Organizes learning spaces to support individual student efforts and progress	The physical arrangement and organization of the classroom limits individual student learning.	The physical arrangement and organization of the classroom inconsistently supports individual student learning.	The physical arrangement and organization of the classroom consistently supports individual student learning.	The physical arrangement and organization of the classroom consistently supports individual and group student learning, as well as fostering independence.

Domain 3: Instruction

Indicators	Performance Levels			
	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1- Clearly communicates expectations for learning	Expectations for learning, directions and procedures are unclear or confusing to students.	Expectations for learning, directions and procedures are often clarified after initial confusion.	Expectations for learning, directions and procedures are consistently clear to students.	Expectations for learning, directions and procedures are consistently clear to students. Teacher’s oral and written communication is consistently clear and expressive and anticipates possible student misconceptions.
2-Content accuracy	Teacher makes multiple, significant content errors.	Teacher makes minor content errors and/or inconsistently applies content understanding in questioning and explanation.	Teacher consistently applies accurate content understanding, evident in skillful questioning and explanation.	Teacher consistently applies deep and accurate content understanding, evident in skillful questioning, explanation and connections.
3- Engages students in learning tasks	Teacher makes limited or no effort to involve students in their learning.	Teacher provides opportunities for students to participate in their learning.	Teacher consistently facilitates the participation and engagement of each student in their learning.	Teacher consistently maximizes participation and engagement of each student in his/her learning. The teacher also facilitates peer-to-peer engagement and student responsibility for learning.
4- Use of instructional strategies enables students to construct new knowledge and understanding	Teacher uses strategies that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Teacher uses strategies to engage students primarily in knowledge and comprehension tasks, with inconsistent opportunities for analyzing or constructing new knowledge and understanding.	Teacher uses strategies that consistently engage students in critical thinking and problem-solving tasks that require analyzing and constructing new knowledge and understanding.	Teacher uses strategies that consistently engage students in the inquiry process, critical thinking, and real-world problem-solving tasks that require analyzing, synthesizing, and constructing new knowledge and understanding.

5- Uses differentiated instruction to support the diverse needs of students	Teacher uses instructional strategies that are predominantly whole group and not responsive to individual student needs.	Teacher uses differentiated instruction that includes a limited variety of learning tasks and/or instructional strategies such as extra help and re-teaching. Instruction is based on general classroom learning needs.	Teacher uses differentiated instruction that includes the use of flexible grouping, targeted levels of assignments, and modified content materials. Instruction is based on student learning needs for support and enrichment.	Teacher uses differentiated instruction that addresses student interest, motivation and readiness and includes the use of flexible grouping, targeted levels of instruction and modified content materials. Instruction is based on students' individual needs for support and enrichment. Instruction is revised based on continual review of student response and performance.
6- Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility	Teacher provides limited or no variety in teacher and student roles and limited or no opportunities for students to take responsibility for instructional tasks.	Teacher inconsistently varies student and teacher roles and inconsistently provides opportunities for students to take responsibility for instructional tasks. Teacher-directed lessons predominate over student inquiry.	Teacher consistently varies student and teacher roles and provides opportunities for students to take responsibility for instructional tasks. Teacher-directed lessons are balanced with student inquiry. Teaching strategy is appropriate to class content.	Teacher and student roles are consistently varied. Students take responsibility for instructional tasks and for learning from peers. Teacher-directed lessons are balanced with student inquiry. Teaching strategy is appropriate to class content.
7- Uses questioning and discussion techniques to enhance student learning	Teacher's questioning and discussions are focused primarily on recall and basic comprehension or may be inappropriate.	Teacher engages students in limited levels of questioning with inconsistent opportunities for discourse.	Teacher consistently engages students in varying levels of questioning and discourse with both teacher and peers.	Teacher consistently facilitates lessons in which students lead varying levels of questioning and discourse.
8- Instructs students to use appropriate and available technological and digital resources strategically to promote learning	Teacher provides limited opportunities for student interaction with available technology. Teacher does not instruct students in the use of appropriate technology.	Teacher allows the use of technology to help students access, organize and present information. Teacher inconsistently instructs students in the use of appropriate technology.	Teacher facilitates the use of technology to help students evaluate, analyze, interpret, and communicate information in order to demonstrate and apply learning. Teacher effectively instructs students in the use of appropriate technology, as needed.	Teacher incorporates technology to engage students in problem-solving and critical thinking activities. Students use technology to help them apply, synthesize, evaluate, and communicate information in order to demonstrate learning.

<p>9- Monitors and adjusts instructional strategies and pacing in response to student performance and engagement</p>	<p>Teacher seeks limited or no information to adjust instruction. Monitoring is limited to student task completion and/or behavior. Adjustments in instructional strategies are limited.</p>	<p>The teacher inconsistently seeks information to adjust instruction relative to student understanding. Teacher monitoring focuses on whole class development of skills. Instructional adjustments during and between lessons focus primarily on pacing and procedures.</p>	<p>The teacher consistently seeks proof of learning during and between lessons in order to make adjustments to instructional methods and pacing. Teacher monitoring focuses on data relative to progress of groups and individual students.</p>	<p>The teacher consistently seeks proof of learning during and between lessons in order to make adjustments to instructional methods and pacing. Teacher monitoring focuses on specific data relative to progress of individuals and groups of students. Adjustments are appropriate to group and individual student needs.</p>
<p>10- Provides meaningful, appropriate and specific feedback to students during instruction to improve performance</p>	<p>Teacher feedback is limited, untimely and/or inaccurate.</p>	<p>Teacher inconsistently provides feedback to students about the quality of their work and/or feedback may be general and untimely.</p>	<p>Teacher consistently provides specific, timely and accurate feedback to students about the quality of their work. Feedback reinforces effective practices and understanding.</p>	<p>Teacher consistently provides ongoing, specific, timely, and accurate feedback to students about the quality of their work. Feedback reinforces effective practices, leads to further understanding and challenges students to revise and extend thinking.</p>

Domain 4: Assessment

Indicators	Performance Levels			
	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1- Communicates clear and specific assessment criteria aligned with CCSS and other relevant standards	Teacher provides students with limited assessment criteria. Criteria may be poorly aligned with CCSS and other relevant standards, or are inappropriate for many students.	Teacher inconsistently provides students with assessment criteria. Criteria may lack clarity, specificity, or be inconsistently aligned with CCSS and other relevant standards.	Teacher consistently provides students with clear and specific assessment criteria. Assessment criteria are aligned with CCSS and other relevant standards.	Teacher consistently provides students with clear and specific assessment criteria. Assessment criteria are aligned with CCSS and other relevant standards. Students collaborate with teacher to develop criteria and assessment methods.
2- Measures and documents student progress	Teacher uses few assessments to measure and document student progress.	Teacher uses a limited number or variety of assessments to document overall student progress.	Teacher consistently uses a variety of formative and summative assessments to document individual student learning and group progress.	Teacher consistently uses a variety of formative and summative assessments to document individual student learning and group progress. Teacher engages students in routinely monitoring and interpreting assessment data or progress.
3- Uses assessment to inform instruction	Teacher rarely uses assessment information to make instructional decisions.	Teacher relies primarily on summative assessments to make whole class instructional decisions with limited use of formative assessment.	Teacher relies on a combination of formative and summative assessments to make whole class and individualized instructional decisions.	Teacher relies on a combination of formative and summative assessments to make whole class and individualized instructional decisions. Instructional adjustments are systematic and ongoing.
4- Provides effective feedback regarding assessments	Teacher rarely provides timely and/or meaningful feedback on assessments.	Teacher inconsistently provides students with timely, meaningful feedback on assessments.	Teacher consistently provides students with descriptive, timely and meaningful feedback on assessments.	Teacher consistently provides students with descriptive, timely and meaningful feedback on assessments and ensures that students receive feedback from a variety of sources, including peers and self.

Domain 5: Professional Responsibilities				
Indicators	Performance Levels			
	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1- Teacher engages in continuous professional growth to impact instruction and student learning	Teacher identifies professional learning needs that are not relevant to improving practice or student learning. Teacher attends professional learning provided by school or region but does not participate actively.	Teacher inconsistently identifies professional learning needs that are relevant to improving practice and student learning. Teacher participates in mandatory professional learning provided by school or region, but seeks few other individual professional learning opportunities related to improving practice.	Teacher engages in a cycle of continuous improvement by effectively self-evaluating and identifying professional learning needs. Teacher applies new learning to improve practice and analyzes the impact on student learning. Teacher takes responsibility for own professional learning by routinely accessing opportunities within or beyond the local context.	Teacher engages in a cycle of continuous improvement by effectively self-evaluating and identifying professional learning needs. Teacher applies new learning to improve practice and analyzes the impact on student learning. Teacher takes initiative to expand professional learning and share learning and resources with colleagues. Teacher takes responsibility for own professional learning by routinely accessing opportunities within and beyond the local context.
2-Response to feedback	Teacher rarely welcomes and/or responds to feedback.	Teacher inconsistently welcomes and/or responds to feedback from a variety of sources.	Teacher consistently welcomes and responds to feedback from a variety of sources.	Teacher proactively seeks feedback from a variety of sources to improve a range of professional practices.
3- Teacher understands and utilizes SRBI and takes responsibility for collecting and using data to build and implement interventions	Teacher demonstrates limited ability to collect and use relevant student data to participate appropriately in the SRBI process. Teacher implements interventions without fidelity.	Teacher demonstrates some ability to collect and use relevant student data to participate appropriately in the SRBI process. Teacher implements interventions and participates in crafting appropriate interventions.	Teacher consistently demonstrates ability to collect and use relevant student data to participate appropriately in the SRBI process. Teacher consistently implements interventions effectively.	Teacher consistently demonstrates expertise in collecting and using relevant student data to participate in the SRBI process. Teacher implements interventions effectively, and contributes significantly to the process of crafting appropriate interventions.

<p>4- Teacher communicates and collaborates with families to develop and sustain a positive school climate to support student learning</p>	<p>Teacher limits communication with families about student academic or behavioral performance to required reports and conferences. Teacher communicates lack of respect for cultural differences or demonstrates bias or negativity in the community.</p>	<p>Teacher communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications. Teacher communication generally demonstrates respect for cultural differences.</p>	<p>Teacher communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success. Teacher communication consistently demonstrates respect for cultural differences.</p>	<p>[In addition to characteristics of <i>Effective Practice</i>] Teacher supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning. Teacher seeks input from families and community to support student growth and development. Teacher models efforts to enhance culturally respectful communications.</p>
<p>5 - Teacher collaborates with colleagues in a professional community</p>	<p>Teacher rarely contributes to the professional community and fails to develop collaborative and collegial relationships. Teacher rarely conducts him/herself in a manner that is positive and open and does not contribute to a climate of mutual trust and respect.</p>	<p>Teacher inconsistently contributes to the professional community and develops some collaborative and collegial relationships. Teacher inconsistently conducts him/herself in a manner that is positive and open and consistently contributes to a climate of mutual trust and respect.</p>	<p>Teacher frequently makes a contribution to the professional community and develops collaborative and collegial relationships. Teacher frequently conducts him/herself in a manner that is positive, open and maintains a climate of mutual trust and respect.</p>	<p>Teacher consistently makes a substantial contribution to the professional community and develops collaborative and collegial relationships. Teacher consistently conducts him/herself in a manner that is positive, open and contributes to a climate of mutual trust and respect.</p>
<p>6- Demonstrates other professional behaviors</p>	<p>Teacher demonstrates little compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to students, the profession, the community, and students’ families. Teacher demonstrates little compliance with other</p>	<p>Teacher demonstrates some incomplete compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to students, the profession, the community, and the students’ families. Teacher demonstrates incomplete</p>	<p>Teacher demonstrates compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment, and responsibility to students, the profession, the community, and students’ families. Teacher demonstrates compliance with other responsibilities outlined by school administration.</p>	<p>Teacher demonstrates and consistently models professional conduct as well as commitment and responsibility to students, the profession, the community, and the students’ families, as specified by the Connecticut Code of Professional Responsibility. Teacher demonstrates compliance with other responsibilities outlined by school administration.</p>

	<p>responsibilities outlined by school administration.</p> <p>Teacher demonstrates no compliance with, or advocacy for, the ethical use of information or information technology, as well as other school and district policies and procedures.</p>	<p>compliance with other responsibilities outlined by school administration.</p> <p>Teacher demonstrates some compliance with, and advocacy for, the ethical use of information and information technology, as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates consistent compliance with, and advocacy for, the ethical use of information and information technology, as well as other district and school policies and procedures.</p>	<p>Teacher demonstrates and consistently models ethical use of information and information technology, and ensures respect for intellectual property rights and credit sources, and adheres to safe and legal use guidelines and complies fully with school and district policies and procedures.</p>
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Appendix B: Region One School District

Teacher Effectiveness and Professional Practice Evaluation Summative

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1.1 Uses current CCSS and other relevant standards in planning and preparation 1.2 Designs units and lessons with meaningful goals and objectives 1.3 Develops coherent and organized units, lessons and learning tasks that build on students' prior knowledge, skills, learning styles, and interests 1.4 Integrates learning activities that facilitate real world and/or interdisciplinary connections 1.5 Includes strategies for teaching and supporting content area literacy and/or numeracy skills 1.6 Plans for student cognitive engagement and active learning 1.7 Plans for effective pacing across the year 	<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2.1 Creates and maintains clear social expectations and a safe and orderly classroom environment 2.2 Establishes instructional routines and makes transitions consistently and with clarity in order to maximize time devoted to instruction and learning 2.3 Creates environment of respect and rapport for all students 2.4 Organizes learning spaces to support individual student efforts and progress
<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3.1 Clearly communicates expectations for learning aligned with CCSS 3.2 Content accuracy 3.3 Engages students in learning tasks aligned with CCSS 3.4 Use of instructional strategies enables students to construct new knowledge and understanding aligned with CCSS 3.5 Uses differentiated instruction to support the diverse needs of students 3.6 Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility 3.7 Uses questioning and discussion techniques to enhance student learning 3.8 Instructs students to use appropriate and available technological and digital resources strategically to promote learning 3.9 Monitors and adjusts instructional strategies and pacing in response to student performance and engagement 3.10 Provides meaningful, appropriate and specific feedback to students during instruction to improve performance 	<p>Domain 4: Assessment</p> <ul style="list-style-type: none"> 4.1 Communicates clear and specific assessment criteria aligned with CCCS and other relevant standards 4.2 Measures and documents student progress 4.3 Uses assessment to inform instruction 4.4 Provides effective feedback regarding assessments <p>Domain 5: Professional Responsibilities</p> <ul style="list-style-type: none"> 5.1 Teacher engages in continuous professional growth to impact instruction and student learning 5.2 Teacher response to feedback 5.3 Teacher understands and utilizes SRBI and takes responsibility for collecting and using data to build and implement interventions 5.4 Teacher communicates and collaborates with families to develop and sustain a positive school climate to support student learning 5.5 Teacher collaborates with colleagues in a professional community 5.6 Demonstrates other professional behaviors

Modified 4/22/15

Domain 1 for School Counselors: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Domain 1 for School Counselors: Planning and Preparation (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Counselors: The Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

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Domain 2 for School Counselors: The Environment (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3 for School Counselors: Delivery of Service				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

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Domain 3 for School Counselors: Delivery of Service (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

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Domain 4 for School Counselors: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

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Domain 4 for School Counselors: Professional Responsibilities (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 1 for Library/Media Specialists: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

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Domain I for Library/Media Specialists: Planning and Preparation (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Library/Media Specialists: The Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2a: Creating an - environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and - maintaining library - procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

Domain 2 for Library/Media Specialists: The Environment (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

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Domain 3 for Library/Media Specialists: Delivery of Service				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

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Domain 3 for Library/Media Specialists: Delivery of Service (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

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Domain 4 for Library/Media Specialists: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

Domain 4 for Library/Media Specialists: Professional Responsibilities (continued)				
COMPONENT	LEVEL OF PERFORMANCE			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

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Appendix C: Forms

Note:

Beginning with the 2015-2016 school year all Region One schools will utilize the SEED forms.

Please see these forms in the BloomBoard Software.

Paper copies can be made available in the Central Office.

Evaluation Plan Chart 2015-16 Discussion.pdf - Adobe Acrobat Pro

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Region One Schools Teacher Evaluation Plan History of Revisions

	SEED PLAN	2013-2014 REGION ONE PLAN	2014-2015 REGION ONE PLAN	WEIGHT	2015-2016 REGION ONE DISCUSSION
STUDENT LEARNING OBJECTIVES (SLOs)	2 SLOs <ul style="list-style-type: none"> • One Standardized* • One Non-Standardized 	2 SLOs <ul style="list-style-type: none"> • One Standardized* • One Non-Standardized 	<ul style="list-style-type: none"> • 1 SLO • 2 IAGDs <ul style="list-style-type: none"> ▪ One classroom based assessment ▪ One non-state standardized assessment (e.g. DRP, AIMS web, Regional Assessments) One half of IAGDS (22.5%) shall be based on a standardized indicator and where appropriate and available, and the other ½ of IAGDS (22.5%) shall be based on a non-standardized indicator. There could be multiple (more than two) IAGDs but two IAGDS that meet the standardized and non-standardized requirement would be acceptable.	45%	<p style="text-align: center;">Could Add a Choice:</p> <ul style="list-style-type: none"> • 2 SLO <ul style="list-style-type: none"> ▪ One Standard IAGD ▪ One Non-Standard IAGD <p style="text-align: center;">~ OR ~</p> A minimum of: <ul style="list-style-type: none"> • 1 SLO • 2 IAGD (22.5% + 22.5%) <ul style="list-style-type: none"> ▪ One Standard ▪ One Non-Standard
OBSERVATIONS	<ul style="list-style-type: none"> • Years 1 and 2 (Tier 1) <ul style="list-style-type: none"> ▪ 3 Formal ▪ 3 Informal • Years 3+ (Tier II) <ul style="list-style-type: none"> ▪ 3 Formal/Review of practice – must include one classroom observation • Developing/Below Standard <ul style="list-style-type: none"> ▪ 3 Formal ▪ 5 Informal 	<ul style="list-style-type: none"> • Years 1 and 2 (Tier 1) <ul style="list-style-type: none"> ▪ 3 Formal ▪ 4 Informal • Years 3+ (Tier II) <ul style="list-style-type: none"> ▪ 1 Formal ▪ 2 Informal 	<ul style="list-style-type: none"> • Years 1 and 2 and Teachers with Dev. Practice or Ineffective Practice (Tier 1) <ul style="list-style-type: none"> ▪ 3 Formal ▪ 3 Informal • Years 3+ or Effective/Exemplary (Tier II) <ul style="list-style-type: none"> ▪ 1 Formal every three years ▪ 3 Informal on the off years ▪ One review of practice every year • Developing/Ineffective <ul style="list-style-type: none"> ▪ 3 Formal ▪ 5 Informal <p>*Observations as indicated are minimums, not maximums. Formal observations will follow in the observation protocol</p>	40%	<ul style="list-style-type: none"> • Years 1 and 2 (Tier 1) <ul style="list-style-type: none"> ▪ 3 Formal ▪ 3 Informal • Years 3+ or Effective/Exemplary (Tier II) <ul style="list-style-type: none"> ▪ 1 Formal Observation every three years ▪ 3 Informal Observation on the off years ▪ One review of practice every year • Developing/Ineffective (Tier I or II) <ul style="list-style-type: none"> ▪ 3 Formal ▪ 5 Informal <p>Observations as indicated are minimums, not maximums.</p>

Evaluation Plan Chart 2015-16 Discussion.pdf - Adobe Acrobat Pro

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	SEED PLAN	2013-2014 REGION ONE PLAN	2014-2015 REGION ONE PLAN	WEIGHT	2015-2016 REGION ONE DISCUSSION
PARENT ENGAGEMENT GOAL	<ul style="list-style-type: none"> Based on Parent Survey <ul style="list-style-type: none"> School-Wide Goal Individual goal aligned with school-wide goal 	<ul style="list-style-type: none"> Year One—School-Wide Goal <ul style="list-style-type: none"> School-Wide Goal Individual goal aligned with school-wide goal Year 2 and Beyond—Based on Parent Survey 	No Change from SEED	10%	
WHOLE SCHOOL STUDENT LEARNING INDICATOR AND/OR STUDENT FEEDBACK SURVEY*	<ul style="list-style-type: none"> Based on SPI and/or Student Survey <ul style="list-style-type: none"> School-Wide Goal Individual goal aligned with school-wide goal 	<ul style="list-style-type: none"> Based on School Performance Index (SPI) <ul style="list-style-type: none"> Administrator Performance School-Wide School-Wide Goal Individual goal aligned with school-wide goal 	No Change from SEED	5%	

+ Standardized SLO measures have been modified for the 2013-2014 school year. Standardized assessments are not State mandated tests (CMTs or Smarter Balanced) but can include assessments such as AIMS web, DRP, Blue Ribbon, Regional Assessments, etc.

+ The use of state standardized test measures (CMT, CAPT, SBAC) can be decoupled from the educator evaluation plan for the 2013-2014 school year and, pending federal approval, for the 2014-2015 school year. Other regionally determined standardized test measures include AIMSweb, DRP Blue Ribbon, Regional Approved assessments, etc.

*Whole School Student Learning Indicator: For districts that include the whole school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI) and the administrator's progress on SLO targets, which correlates to the student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

APPENDIX E
Team SMART Goal-Setting Plan

Team/Department: _____

What is our team's "current reality"? (Areas of strength and potential areas of focus)

Based upon our current reality, we have identified the following area of focus to improve student learning...

We have collectively created the following SMART goal(s) to address this area of focus:

To achieve this goal...

Action Steps: What steps or activities will be initiated to achieve this goal?

Designation: Who will be responsible?

Time Frame: What is a realistic time frame for each step/activity?

Outcomes/Evidence: What outcomes on student learning do we expect? What evidence will we have to show that we are making progress?

This goal was created collectively, and we are committed to achieving this goal.... (Team signatures)

SMART Goal Worksheet: Third Grade Team

School: George Washington Elementary **Team Name:** Third Grade **Team Leader:** Theresa Smith

Team Members: Ken Thomas, Joe Ramirez, Cathy Armstrong, Amy Wu

District Goal(s):

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal(s):

1. We will improve student achievement in language arts as measured by local, district, state, and national instructors.

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness
<p>Our Current Reality: Last year 85 percent of our students met or exceeded the target score of 3 on our state's writing prompt in May.</p> <p>Our SMART Goal: This year, at least 90 percent of our students will meet or exceed the target score of 3 on our state's writing prompt in May.</p>	<p>Curriculum</p> <p>1. Clarify and pace essential student learning outcomes in writing using standards documents, curriculum guides, assessment blueprints and data, and the wish list of skills from the fourth grade team.</p>	<p>All members of our team</p>	<p>October 15</p>	<p>Lists of essential student learning outcomes and pacing guide</p> <p>Increased results for all students on team, district, state, and national indicators</p>

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness
	<p>Assessments</p> <p>2. Develop, implement and collaboratively score grade-level formative writing prompts to:</p> <ul style="list-style-type: none"> a) Frequently monitor each student's learning or essential writing outcomes b) Provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets in writing c) Learn with and from each other better ways to help students become proficient writers 	All members of our team	<p>October - May</p> <p>Checkpoints at midpoint of each grading period</p> <p>District benchmark assessments at end of each semester</p>	<p>Common writing prompts</p> <p>Common writing rubric</p> <p>Increased results for all students on team, district, state, and national indicators</p>
	3. Provide students with writing assignments in all subject areas, and utilize a variety of instructional strategies to help students learn all essential writing skills	All members of our team Principal Resource staff Volunteers	Daily, September - May	<p>Intervention/enrichment schedule</p> <p>Student learning results</p>
	4. Initiate individual and small group sessions to provide additional intervention and enrichment focused on writing	All members of our team	Daily, September - May	<p>Intervention/enrichment schedule</p> <p>Student learning results</p>
	5. Provide parents with resources and strategies to help their children succeed as writers	All members of our team	<p>First semester workshop: 10/20</p> <p>Second semester workshop: 1/19</p> <p>Newsletters</p> <p>End of grading period conferences</p>	<p>Number of parents in attendance</p> <p>Study guides and newsletters</p>

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness
	<p>Staff Development</p> <p>6. Develop, implement and evaluate our team action research project in writing to improve our individual and collective ability to help our students learn how to write at high levels</p> <p>Use information from our common formative assessments to identify staff development needs and engage in ongoing, job-embedded staff development in the area of writing</p>	All members of our team	<p>Weekly collaborative team meetings</p> <p>Staff development days</p> <p>Faculty meeting sessions</p> <p>Additional professional learning time by request</p>	<p>Common Assessments</p> <p>Quarterly reviews</p> <p>Mid-Year progress reports</p> <p>End-of-Year team evaluations</p> <p>Increased results for all students on team, district, state, and national indicators</p>

SMART Goal Worksheet: Eighth Grade Math

School: Thomas Jefferson Middle School **Team Name:** Eighth Grade Math **Team Leader:** Chris Rauch

Team Members: Chris Carter, Dolores Layco, Mary Fischer

District Goal:

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal(s):

1. Reduce the failure rate in our school
2. Increase the percentage of students scoring at or above the established proficiency standard on the state assessment in all areas

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality: Last year, 24 percent of our students failed one or more semesters of math, and 31 percent of our students were unable to meet the state proficiency standards in math	We will align each unit of our math program with state standards, study the results of the last state assessment, identify problem areas, and develop specific strategies to address those areas in our course	Entire team	We will complete the analysis on the teacher workday prior to the start of the year. We will review our findings prior to the start of each unit	Written analysis of state assessment and strategies to address weaknesses
Our SMART Goal: This year, we will reduce the percentage of failing grades to 10 percent or less, and the percentage of students unable to meet state standards to no more than 15 percent	We will develop common formative assessments and administer them every three weeks. These assessments will provide repeated opportunities for students to become familiar with the format used on the state assessment	Entire team	Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be administered on a day designated by the team	Student performance on team-endorsed common assessments

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness
	After each common assessment, we will identify any student who does not meet the established proficiency standard and will work with the counselor to have those students reassigned from study hall to the math tutoring center	Members of entire team will request tutoring as their supervisory responsibility; team leader will work with the counselor after each assessment	Assessments will be administered every three weeks. Students will be assigned to the tutoring center within one week of assessment	Daily list of students receiving tutoring in math
	We will replace failing grades from our common assessment with the higher grade earned by students who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring	Entire team will create multiple forms of each assessment. Tutors will administer the assessment after a student has completed required tutoring	Multiple forms of an assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within two weeks of a student's assignment to the tutoring center	Compilation of results from subsequent assessments
	We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas, methods and materials for teaching those skills more effectively	Each member of the team	Ongoing throughout the year each time a common assessment is administered	Analysis of findings after each common assessment is administered Decrease in the failure rate Increase in percentage of students proficient on state assessment

SMART Goal Worksheet: American Government

School: John Adams High School **Team Name:** American Government **Team Leader:** Tom Botimer

Team Members: Dan Hahn, Andy Bradford, Nick Larsen, Helen Harvey

District Goal(s):

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.
2. We will provide more students with access to our most rigorous curriculum in each subject area and grade level.

School Goal(s): We will increase by at least 10 percent the number of students earning credit in:

1. Advanced placement courses
2. Capstone courses in a departmental sequence

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness
<p>Our Current Reality: All students must complete a semester of American Government as a graduation requirement. Last year only 10 percent of the graduating class fulfilled that requirement by enrolling in advanced placement (AP) American Government.</p>	<p>We will make a presentation in each section of United States History, encouraging students to enroll in AP American Government and listing the advantages for doing so.</p>	<p>Team leader will coordinate the schedule for these presentations with the team leader for United States History. Each member of the team will assist in making these presentations and will distribute a written list of advantages created by the team.</p>	<p>Complete presentations by the end of January prior to students registering for their courses next year</p>	<p>The presentation has been made in every United States History class.</p>

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness
<p>Our SMART Goal: At least 20 percent of the current junior class will enroll in and earn a score of 3, 4 or 5 on the advanced placement American Government exam by the end of the next school year.</p>	<p>We will coordinate with the guidance department to ensure that when counselors register students for classes, they encourage any student who receive an A at the end of the first semester of United State History to enroll in AP American Government.</p>	<p>Team leader will attend the counselors' team meeting to enlist their support, explain advantages of the AP program and share the team's strategies for supporting students in AP American Government.</p>	<p>End of first semester</p>	<p>Minutes of meeting</p>
	<p>We will advise parents of the benefits of AP American Government.</p>	<p>The team will draft a letter to parents of students who earn an A in United States History at the end of the semester. The letter will list the advantages of completing this course while in high school for any student planning on attending college. It will also include the team's strategy to provide students with additional support. The team will also create a flyer on the benefits of the AP program to be distributed during a parent open house.</p>	<p>The flyer will be created for distribution at the open house in early October. The letter will be sent at the end of the first semester.</p>	<p>Completed documents</p>
	<p>We will create study groups to review material prior to the comprehensive assessments we administer every six weeks.</p>	<p>The team will create the common comprehensive assessments. Each member will be responsible for conducting one study group to help students review for these tests. Study groups will be held on three evenings in the week prior to the test.</p>	<p>Ongoing throughout the semester</p>	<p>Completion of common assessments and student performance on common assessments</p> <p>The number of students earning honor grades on the AP exam in American Government will double over last year's total.</p>

SMART Goal Worksheet

School: _____ **Team Name:** _____ **Team Leader:** _____

Team Members: _____

District Goal(s): _____

School Goal(s): _____

Team SMART Goal	Strategies and Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness

APPENDIX F

Artifactual Evidence Form 1

EXAMPLES OF EVIDENCE

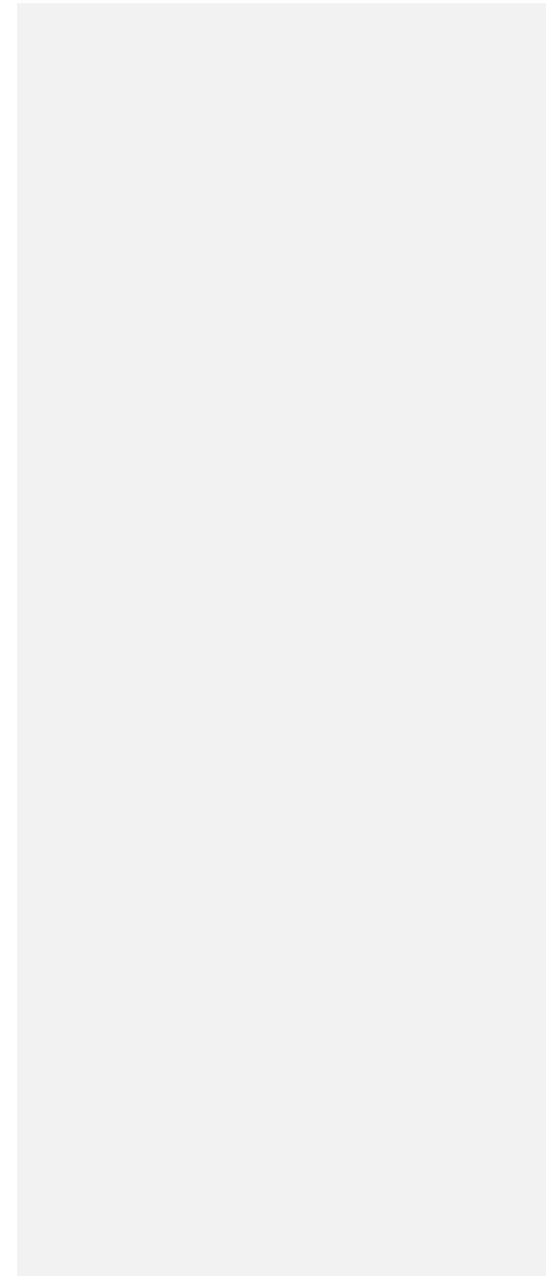
The items listed below are not intended to be prescriptive nor do they represent an exhaustive list. They are provided merely as examples of what a teacher may choose to include to document performance. As many materials will address more than one performance standard, they are organized by domain (Handbook on Teacher Evaluation, James H. Strong & Pamela D. Tucker).

Planning and Preparation	Classroom Environment	Instruction	Assessment	Professional Responsibilities
<ul style="list-style-type: none"> • Copy of current lesson plans • Copy of long-range plans • Planning notes around the instructional core • Pre-assessment and analysis records • Unit plans with scaffolded learning opportunities 	<ul style="list-style-type: none"> • Classroom management system • Daily schedule • Data trends related to discipline • List of classroom rules • Photos of classroom environment 	<ul style="list-style-type: none"> • Annotated photographs of teacher-made displays used in instruction • Evidence of tiered-interventions • Evidence of varied instructional strategies • Proof of differentiation • Sample of technology integration • Student work samples 	<ul style="list-style-type: none"> • Copies of a variety of assessments (formative, summative and differentiated) • Progress chart data analysis for IEP goals/objectives • Scoring rubrics • Student assessment trend analysis • Student work analysis • Summary of grading procedures 	<ul style="list-style-type: none"> • Evidence of collaboration • Evidence of committee work • Evidence of leadership roles • Newsletters • Parent communication • Parent contact logs • Professional development documentation • Website newsfeeds

Artifactual Evidence Form 2: CONTINUUM-ALIGNED EVIDENCE PLANNING SHEET

This form guides the teacher in choosing examples of evidence that will support each domain in the Continuum of Professional Practice. All evidence listed may not be required at the end-of-year conference. The evidence that may be used at the end-of year conference should supplement or support gaps within the domains of the Continuum. Teachers will be notified of such gaps at the mid-year conference.

Planning and Preparation	Classroom Environment	Instruction	Assessment	Professional Responsibilities



Appendix G
Connecticut State Law – PA 12-116

RESOLVED, That the State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12.2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopts guidelines for a model teacher and administrator evaluation and support program.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 12-116, requires, in part, that the “superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section.” Subsection (c) of Section 10-151b, as amended by Sec. 51 of P.A. 12-116 (C.G.S.), requires that “on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.” For this section, the term “teacher” shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

Senate Bill No. 458
Public Act No. 12-116
Sec 51- 56

Sec. 51. Section 10-151b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof

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(a) The superintendent of each local or regional board of education shall [continuously] annually evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and such other

guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, and may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) [Each] (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines [established] adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(2) Not later than June thirtieth of each year, each superintendent

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shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

(c) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall [provide guidance on] include, but not be limited to, (1) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (2) the use of multiple indicators of student academic growth and development in teacher evaluations; [. Such guidelines shall include, but not be limited to: (1) Methods] (3) methods for assessing student academic growth and development; [(2)] (4) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; [and (3)] (5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (6) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or

regional board of education and who are conducting performance evaluations; (7) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (8) the creation of individual

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teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10- 153b, and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (9) opportunities for career development and professional growth; and (10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings. The State Board of Education, following the completion of the teacher evaluation and support pilot program, pursuant to section 52 of this act, and the submission of the study of such pilot program, pursuant to section 53 of this act, shall validate the guidelines adopted under this subsection.

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

Sec. 52. (NEW) (Effective from passage) (a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the

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provisions of subsection (d) of this section, at least eight school districts, but not more than ten school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program,

(3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide training to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

(c) On or before May 25, 2012, a local or regional board of education may apply, on a form provided and in a manner prescribed by the commissioner, to participate in the teacher evaluation and support pilot program.

(d) The commissioner shall select a diverse group of rural, suburban

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and urban school districts with varying levels of student academic performance to participate in the teacher evaluation and support pilot program. If the commissioner does not receive an adequate amount of applications for participation in the teacher evaluation and support pilot program, the commissioner shall select school districts for participation in such teacher evaluation and support pilot program to satisfy the representation requirements under this subsection.

Sec. 53. (NEW) (Effective from passage) (a) The Neag School of Education at The University of Connecticut shall study the implementation of the teacher evaluation and support pilot program described in section 52 of this act. Such study shall (1) analyze and evaluate the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, for each local or regional board of education participating in the teacher evaluation and support pilot program, (2) compare such teacher evaluation and support program adopted by each local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, to the teacher evaluation and support program guidelines adopted by the State Board of Education pursuant to subsection (c) of said section 10-151b, and (3) compare and evaluate the use of student performance data on the state-wide mastery examination, pursuant to section 10-14n of the general statutes, and the use of student performance data on progress monitoring tests approved by the State Board of Education as an indicator of and method for student academic growth and development.

(b) Upon completion of such study, but not later than January 1, 2014, the Neag School of Education at The University of Connecticut shall (1) submit to the State Board of Education such study and any recommendation concerning validation of the teacher evaluation and support program guidelines adopted by the State Board of Education

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pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, and (2) submit such study to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 54. (NEW) (Effective July 1, 2012) Prior to the implementation of the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b of the general

statutes, as amended by this act, but not later than July 1, 2014, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and support program developed by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Sec. 55. (NEW) (Effective July 1, 2012) On July 1, 2014, and annually thereafter, the Commissioner of Education shall randomly select, within available appropriations, at least ten teacher evaluation and support programs developed pursuant to section 10-151b of the general statutes, as amended by this act, to be subject to a comprehensive audit conducted by the Department of Education. The department shall submit the results of such audits to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11- 4a of the general statutes.

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Sec. 56. Subsection (a) of section 10-220a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial teacher, provisional teacher or professional teacher certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, subsection (a) of section 10-220a, as amended by this act, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10- 233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and

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response to bullying, (5) cardiopulmonary resuscitation and other emergency lifesaving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, [and] (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10- 151b, as amended by this act. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

Senate Bill No. 501

Public Act No. 12-2

Sec 23- 24

Sec. 23. Subdivision (1) of subsection (b) of section 10-151b of the 2012 supplement to the general statutes, as amended by section 51 of public act 12-116, is repealed and the following is substituted in lieu thereof (Effective from passage):

(b) (1) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

Sec. 24. Subsections (a) and (b) of section 52 of public act 12-116 are repealed and the following is substituted in lieu thereof (Effective from passage):

(a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the provisions of subsection (d) of this section, at least eight school districts or consortia of school districts, but not more than ten school districts or consortia of school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

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(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide [training] orientation to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

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Appendix H CSDE PEAC Guidelines

CT TEACHER EVALUATION AND SUPPORT		
CT Guidelines for Educator Evaluation (Core Requirements) and State Model (SEED)		
<i>The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development.</i>		
Design Principles	<p><i>Educator evaluation is standards-based</i></p> <p><i>Fosters continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development</i></p> <p><i>Connects professional learning to the outcomes of the evaluation process</i></p>	<p><i>Considers multiple, standards-based measures of performance</i></p> <p><i>Promotes both professional judgment and consistency</i></p> <p><i>Fosters dialogue about student learning</i></p> <p><i>Encourages aligned professional development, coaching and feedback to support teacher growth</i></p> <p><i>Ensures feasibility of implementation</i></p>
Teacher Evaluation Categories	<p>FOUR CATEGORIES OF TEACHER PERFORMANCE</p> <p><u>TEACHER PRACTICE INDICATORS</u></p> <ul style="list-style-type: none"> • Observation of teacher practice and performance (40%) • Parent or peer feedback (10%) <p><u>STUDENT OUTCOME INDICATORS</u></p> <ul style="list-style-type: none"> • Student growth and development (45%) • Whole-school student learning indicators or student feedback (5%) <p>Districts must describe how the “practice rating” and “outcomes rating” will be combined into one summative rating</p>	<p>FOUR CATEGORIES OF TEACHER PERFORMANCE</p> <p><u>TEACHER PRACTICE INDICATORS</u></p> <ul style="list-style-type: none"> ✓ Observation of teacher practice and performance (40%) <p><i>As defined in the CT Framework for Teacher Evaluation and Support</i></p> <ul style="list-style-type: none"> ✓ Parent feedback (10%) <p><i>Based on data gathered through surveys</i></p> <p><u>STUDENT OUTCOME INDICATORS</u></p> <ul style="list-style-type: none"> ✓ Student growth and development (45%) ✓ Whole-school student learning indicators or student feedback (5%) <p><i>As determined by the teacher’s two student learning objectives (SLOs) and indicators of academic growth and development (IAGDs)</i></p> <p><i>As determined by aggregate student learning indicators or student surveys</i></p>
	<p>FOUR PERFORMANCE LEVELS:</p> <p>Exemplary – Substantially exceeding indicators or performance</p> <p>Proficient – Meeting indicators of performance</p> <p>Developing – Meeting some indicators of performance but not others</p> <p>Below standard – Not meeting indicators of performance</p>	<p>FOUR PERFORMANCE LEVELS:</p> <p>Exemplary – Substantially exceeding indicators or performance</p> <p>Proficient – Meeting indicators of performance</p> <p>Developing – Meeting some indicators of performance but not others</p> <p>Below standard – Not meeting indicators of performance</p>
Process	<ul style="list-style-type: none"> ➤ Goal-setting 1. Orientation by November 15 2. Goal-setting conference 3. Evidence collection and review (ongoing) ➤ Mid-year check-in 	<ul style="list-style-type: none"> ✓ Goal-Setting and Planning (October 15-November 15) 1. Orientation 2. Reflection and goal-setting 3. Goal-setting conference 4. Evidence collection (ongoing) ✓ Mid-year check-in (January-February)

	<p>➤ End-of-year summative review & conference</p> <ol style="list-style-type: none"> 1. Teacher self-assessment 2. End-of-year conference 	<p>If needed, make revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment).</p> <p>➤ End-of-year summative review & conference (by June 30)</p> <ol style="list-style-type: none"> 1. Teacher self-assessment 2. Scoring 3. End-of-year conference
CATEGORY #1 Teacher Performance & Practice (40%)	<p>Observation models must be</p> <ol style="list-style-type: none"> 1. Standards-based Danielson, Marzano, Marshall, etc., or locally developed frameworks based on best practice 2. Aligned to the CT Common Core of Teaching (CCT) 3. Rated using rubrics that have four performance levels 	<p>CT Frameworks for Teacher Evaluation and Support – Four domains (based on Charlotte Danielson’s Framework for Teaching and CCT)</p> <ol style="list-style-type: none"> 1. Planning for Active Learning 2. The Classroom Environment 3. Instruction 4. Professional Responsibilities and Teacher Leadership
CATEGORY #2 Parent or Peer Feedback (10%)	<p>Parent or Peer Feedback Ratings Gathered from whole-school parent surveys, focus groups, interviews or teachers’ own surveys, peer observation and/or peer focus groups</p>	<p>Parent Feedback</p> <ol style="list-style-type: none"> 1. How successfully a strategy has been implemented to address an area of need 2. Evidence collected directly from parents
CATEGORY #3: Student Growth & Development (45%)	<p>1-4 Student Growth Goals as measured by Indicators of Academic Growth and Development (IAGDs) 22.5% - IAGDs based on the state test for those teaching tested grades/subjects or another standardized indicator, where available 22.5% - IAGDs based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator</p>	<p>2 Student Learning Objectives (SLOs) and at least one Indicator of Academic Growth and Development (IAGDs) for each SLO: 22.5% - SLO #1 - IAGDs based on the state test for those teaching tested grades/subjects or another standardized indicator, where available 22.5% - SLO #2 - IAGDs based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator</p>
CATEGORY #4: Whole-school or Student Feedback (5%)	<p>A teacher’s indicator rating shall be represented by the aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating OR Districts can use feedback from students, collected through whole-school or teacher-level surveys</p>	<p>A teacher’s rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating AND/OR Districts can use feedback from students, collected through whole-school or teacher-level surveys</p>
Support & Development	<p>Professional learning shall be clearly linked to the specific outcomes of the evaluation process</p> <p>Each district shall define <i>effectiveness</i> and <i>ineffectiveness</i> utilizing a pattern of summative ratings derived from the new evaluation system</p> <p>Districts shall create plans of individual teacher improvement and remediation for teachers whose performance is <i>developing</i> or <i>below standard</i>, developed in consultation with such teacher and his or her exclusive bargaining representative</p> <p>Opportunities for career development and growth based on performance, including mentor/coaching, leading PLCs, etc.</p>	<p>Professional learning opportunities for each teacher should be based on individual strengths and needs identified through the evaluation process</p> <p>SEED defines <i>effectiveness</i> and <i>ineffectiveness</i> utilizing a pattern of summative ratings derived from the new evaluation system</p> <p>Performance rated as <i>developing</i> or <i>below standard</i>-district creates plan of individual teacher improvement and remediation, developed in consultation with teacher and his or her exclusive bargaining representative</p>

		Opportunities for career development and professional growth including mentoring, peer coaching, leading PLCs, etc.
Other Requirements	Evaluation and support system subject to annual state approval Dispute-resolution process must be defined CSDE will validate ratings of <i>exemplary</i> and <i>below standard</i> Evaluators must demonstrate proficiency in conducting teacher evaluations	Allows for complementary evaluators Required all evaluators to receive extensive training on model Outlines the dispute-resolution process

Connecticut State Department of Education – November 2012

CSDE Guidelines/Core Requirements

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

Connecticut Educator Evaluation and Support – Teacher Evaluation Core Requirements Rubric

District Name/Evaluation Point of Contact: _____
Reviewer: _____
Date of Review: _____

Evaluation Process

Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Timeline	No mention of a timeline for the evaluation process	Vague and/or confusing mention of a timeline	Clear timeline for the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation shall not occur later than November 15 of a given school year All steps must conclude by the end of the school year	Detailed timeline, including specific month/day deadline by when each stage of the process will be completed
Orientation	There is no mention of an opportunity provided for teacher to learn about the evaluation process	Teacher will be provided with some information regarding the evaluation process, but information is incomplete or inadequate time is set aside Does not apply to all teachers	Orientation is specifically addressed as a required step All teachers are provided with adequate and appropriate information/materials on the evaluation process and there is opportunity to meet and review these materials	The proposal goes into greater detail on how this information will be conveyed, including, but not limited to, key messaging and sample materials/resources for the evaluator to incorporate
Goal-Setting Conference	The goal-setting conference is not mentioned or addressed	There is mention of a goal-setting conference, but there is little to no detail regarding what will be discussed during the	The goal-setting conference is specifically addressed as a required step. It will take place at the start of the school year It is evidence that this conference will result in an agreement between the evaluator and educator on	There is clear evidence on gathering extensive evidence and data in preparation for this meeting. Including examples of what is most relevant to gather/review

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

Connecticut Educator Evaluation and Support – Teacher Evaluation Core Requirements Rubric

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

			These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.	
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Feedback for Category 1:

Connecticut Educator Evaluation and Support – Teacher Evaluation Core Requirements Rubric

Category 2 – 40% Teacher Performance and Practice				
Observation of teacher practice and performance				
Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Observation Protocol	No mention of the observation requirement	<p>Mention of the observation requirement, however the number of observations is inconsistent with the guidelines (by grouping of teachers, formal vs. informal, etc.)</p> <p>There is no mention of expectations for feedback</p> <p>Observation model is not standards-based</p>	<p>Observation model is standards-based and involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations</p> <p>Constructive oral and written feedback of observations is provided in a useful and timely manner</p> <p>Minimum criteria:</p> <p>Year 1 and 2 teachers receive at least three formal in-class observations. Two of the three include pre-conference and all include a post-conference</p> <p>Teacher who receives a performance rating of below standard or developing receive a number of observations appropriate to their individual plan, but no</p>	<p>Full explanation on how observations should be conducted, rated and debriefed</p> <p>Rationale provided for why a particular framework was selected</p> <p>Goes beyond the minimum criteria for differentiating observations based on experience, prior ratings, needs, and goals</p>

			<p>fewer than three formal in-class observations. Two of the three must include a pre-conference and all must include a post-conference</p> <p>Teachers who receive a performance rating of proficient or exemplary receive a combination of at least three formal observations of practice, one of which must be formal in-class; to be agreed upon by teacher and evaluator.</p> <p>Examples of non-classroom observations or reviews of practice include but are not limited to observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts</p> <p>All evaluators are expected to provide timely written and verbal feedback for all observations</p>	
Rubric	No mention of a rubric or process for reviewing observations	Mention of a rubric and general guidelines, but actual rubric is not included, is unclear and/or does	Observations will be rated using a rubric across four performance levels	Full rationale for why a certain rubric was selected and how it will be used

		not include four performance levels	Rubrics should be included	throughout the evaluation process
Norming/Calibration	No mention of an opportunity for training and calibrating evaluators on the observation model	Minimal mention of training and calibration, but no clear plan articulated	District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback There is a mechanism in place for assessing individual evaluator proficiency on an on-going basis. There should also be a plan in place for those who do not demonstrate proficiency within a specified period of time	District clearly outlines how it will provide all evaluator with training in observation and evaluation and how to provide quality feedback As well, district defines mechanism for assessing evaluator proficiency on an ongoing basis

Feedback for Category 2:

Connecticut Educator Evaluation and Support – Teacher Evaluation Core Requirements Rubric

Category 3 – 10% Parent OR Peer Feedback

Parent or peer feedback including surveys

Select which one applies to this proposal:

- **Parent Feedback**
- **Peer Feedback**

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

			<p>A. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or</p> <p>B. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results</p> <p>The Parent or Peer feedback rating is across four performance levels</p>	
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Feedback for Category 3:

Connecticut Educator Evaluation and Support – Teacher Evaluation Core Requirements Rubric

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

Whole-school student learning indicators or student feedback

Select which one applies to this proposal:

- **Whole-School Student Learning OR**
 - **Student Feedback**

Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
<p><i>(as applicable)</i> Selection of Whole-School Learning Indicators</p> <p>AND/OR</p> <p><i>(as applicable)</i> Student Survey Protocol</p>	Neither whole-school student learning indicator and/or student feedback are addressed in the proposal	Whole-school student learning indicator and/or student feedback are referenced, but it is unclear which feedback is being incorporated into the final summative evaluation and/or how it will be captured and reviewed	<p>For districts using the whole-school student learning indicator, ratings are represented by the aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating</p> <p>Survey is anonymous, and demonstrates fairness, reliability, validity, and usefulness</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals</p>	Innovative use of approached such as focus groups, interviews, or teachers’ own surveys may be used to collect information from students

			<p>Surveys use age and grade-level appropriate language and administration protocol must be administered to each student</p> <p>Results from surveys addressed by teacher align with student learning goals</p> <p>For whole-school student surveys, ratings are based on one of two options:</p> <p>A. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or</p> <p>B. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results</p> <p>Either the whole-school student learning indicator OR the student feedback rating shall be among four performance levels</p>	
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Feedback for Category 4:

Connecticut Educator Evaluation and Support – Teacher Evaluation Core Requirements Rubric

Other Required Items:				
Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Definition of Effectiveness and Ineffectiveness	There is no definition of effectiveness and ineffectiveness provided	Definitions of effectiveness and ineffectiveness are provided, but are unclear, inconsistent and/or do not utilize a pattern of summative ratings as derived from the new system	District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system	
Evaluation-Based Professional Learning	There is no mention of evaluation-based professional learning	There is vague or incomplete mention of evaluation-based professional learning	District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals' needs that are identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations or professional practice, and/or the results of stakeholder feedback	
Career Development and Professional Growth	There is no mention of career development and professional growth	There is vague or incomplete mention of career development and	District provides opportunities for career development and	

		professional growth and/or it is not linked to the evaluation process	professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways	
Individual Teacher Improvement and Remediation Plans	There is no mention of individual teacher improvement and remediation plans	There is vague or incomplete mention of individual teacher improvement and remediation plans	District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or ineffective, designed in consultation with such teacher and his/her exclusive needs	

Feedback on Other Core Requirements:

Connecticut Educator Evaluation and Support – Teacher Evaluation Core Requirements Rubric

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

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

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

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

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

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

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

CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1 Classroom Environment, Student Engagement and Commitment to Learning²

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

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

Domain 3 Instruction for Active Learning

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

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

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

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

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

Domain 4 Professional Responsibilities and Teacher Leadership

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

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

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 the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area 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 the 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

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

(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 actions reflect 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 certificated, 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, 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.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

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; and

- (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; and

- (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) Knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

- (i) Code revision

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



1YW40

Regional School District No. 1 - Family Survey Spring 2015

Family Survey

	Strongly agree	Agree	Disagree	Strongly Disagree	I don't know
1. I often communicate with my child's teacher(s), whether in person, by phone, by email, or in some other way.	<input type="radio"/>				
2. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.	<input type="radio"/>				
3. If I have questions or concerns, I know whom to contact at this school.	<input type="radio"/>				
4. If my child has a problem, there is someone at school who can help.	<input type="radio"/>				
5. My child has access to extra academic help outside the classroom when he/she needs it.	<input type="radio"/>				
6. My child is challenged to meet high expectations at this school.	<input type="radio"/>				
7. My child is learning a lot in school this year.	<input type="radio"/>				
8. My child is safe at this school.	<input type="radio"/>				
9. My child's school communicates well with me.	<input type="radio"/>				
10. My child's school is sensitive to issues regarding race, gender, sexual orientation and disabilities.	<input type="radio"/>				
11. My child's teacher(s) treat me with respect.	<input type="radio"/>				
12. Parents feel comfortable talking to teachers at this school.	<input type="radio"/>				
13. The school environment supports learning.	<input type="radio"/>				
14. The school facilities are clean and well-maintained.	<input type="radio"/>				
15. This school offers me many ways to be involved in my child's education.	<input type="radio"/>				
16. This school provides students with helpful information about preparation for [high school or college].	<input type="radio"/>				
17. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>				
18. I am satisfied with the response I get when I contact my child's school with questions or concerns.	<input type="radio"/>				
19. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>				
20. In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).	<input type="radio"/>				



1YW40

	Strongly agree	Agree	Disagree	Strongly Disagree	I don't know
21. I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up).	<input type="radio"/>				
22. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.	<input type="radio"/>				
23. Students at my child's school will try to stop students from insulting or making fun of other students.	<input type="radio"/>				
24. Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).	<input type="radio"/>				
25. Parents/guardians feel welcome at my child's school.	<input type="radio"/>				

26. Did you attend Open House / Back to School Night this year?

Yes No

27. In school, my child's grades are...(Leave this question blank if it is not applicable.)

Mostly A's Mostly B's Mostly C's Mostly D's
 Mostly F's I don't know

28. What is your child's gender?

Male Female

29. What is your child's race or ethnicity?

White Black or African American Asian Hispanic or Latino
 American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races/Ethnicity

30. What grade is your child in?

Pre-K K 1st 2nd 3rd 4th 5th 6th
 7th 8th 9th 10th 11th 12th Other

31. What is your gender?

Male Female

Appendix K
Glossary of Terms

Term	Definition
Administrator/Leader/Evaluator	Those individuals in positions requiring an administrative certification, including, but not limited to principals.
Artifactual Evidence	Any item, work sample or piece of evidence, which supports or exemplifies teacher methods, practices or success (see Appendices for examples).
Assessment	May be created by the teacher or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment of application of learning.
Assessment Criteria	Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
Authentic Assessment	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Beginning of Year Conference (BYC)	The annual evaluation process between a teacher and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and teacher must complete at least one Beginning-of-Year Conference (BYC) at which they set the teacher's goals and objectives for the year.
Consistently	Constantly adhering to the same principles.
Developing Practice	Meeting some indicators of performance but not others (CT SDE)
Discourse	Discourse is defined as the purposeful interaction between and among Teachers and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and Teacher thinking/reasoning), or dialogue through technological or digital resources.
Effective Practice	Meeting indicators of performance (CT SDE).
End-of-Year Conference (EYC)	The annual evaluation process between a teacher and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur in May or June but no later than June 30th. During the End-of-Year Conference (EYC), the teacher will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the teacher's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and

	meaningful.
Descriptive Feedback	Includes both verbal and written feedback that captures and explains student's strengths and weaknesses, including suggestions for improvement when needed.
Domain	Refers to the 5 areas to be assessed through teacher observation. These include: <ul style="list-style-type: none"> • Planning and Preparation • Classroom Environment • Instruction • Assessment • Professional Responsibilities
Formal Classroom Observation	Length to include a complete lesson or domain and/or class period (approximately 45 minutes); includes pre- and post-conferencing (new teachers may choose to have their mentors at the post-conference); schedule is to be mutually agreed upon; verbal feedback is to be provided within 5 days, with written feedback to follow within ten (10) days.
Formal Observation (Not in Class)	Length to include a mutually agreed upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; include pre-conference, which may be held with a group; schedule is to be mutually agreed upon; post-conference may be individual or group; verbal feedback is to be provided within 5 days, with written feedback to follow within ten (10) days.
Formative Assessment	Designed and scored by an individual teacher, grade level or department team to assess student understanding of particular standards or objectives in order to inform instruction or guide teachers to adjust or differentiate instruction to meet the learner's needs.
Frequently	Often, many times.
Health Data	Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc., that might impact student learning.
Highly Effective Practice	Substantially exceeding indicators of performance (CT SDE).
IAGD	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.
Indicator	Refers to the specific expectations beneath each domain.
Individualized Feedback	Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of teacher strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.).
Informal Observation	Length of observation (approximately 20-30 minutes) at the discretion of the evaluator; no pre-conference; unannounced; verbal feedback is optional; written feedback (see form) left with the teacher with

	opportunity for written teacher response; opportunity for post conference as requested by administrator and/or teacher.
Ineffective Practice	Not meeting indicators of performance (CT SDE) (<i>Below Standard and Developing</i>)
Intervention	Any additional or alternative method attempted to improve student understanding, learning, or growth.
Inquiry-Based Learning	Inquiry-based learning occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Learning Expectations	Objectives that apply to a specific content area, unit, or lesson.
Learning Space	Any environment where instruction and learning occur.
Mid-Year Conference (MYC)	The annual evaluation process between a teacher and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and teacher must complete at least one Mid-Year Conference (MYC) at which they review progress on the Teacher's goals and objectives to date. The Mid-Year Conference (MYC) is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation <i>Continuum</i> for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revise goals and/or objectives.
Multiple Sets of Data	Any results teachers collect to analyze student growth – can include but not limited to benchmark assessments, formative assessments, summative assessments, standardized test results, curriculum based measures, etc.
Occasionally	At times; from time to time; now and then.
Post-Conference	A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the <i>Region One School District Continuum of Professional Practice</i> and for generating action steps that will lead to the Teacher's improvement.
Pro-Active	On-going data analysis and communication with students, parents and administrators to inform all stakeholders of any pertinent information related to student progress or lack of progress.
Rarely	Infrequently; seldom
Referral Process	The process through which a student of concern is considered for evaluation: <ul style="list-style-type: none"> a) Teacher documents concerns. b) Teacher brings concerns to intervention team. c) Interventions are implemented. d) Student progress is reviewed.

	e) If lack of progress, student is referred for evaluation.
Review of Practice	Non-classroom observation requirement for teachers in at least their third year of practice.
Rigor/Rigorous Learning	Rigorous learning stretches students beyond their “comfort zone,” focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings.
Routines and Transitions	Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.
SLO	A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. Teacher SLOs contain three component parts: Broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of Academic Growth and Development (IAGD) which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.
SMART Goal	At the start of the school year, each teacher will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. <ul style="list-style-type: none"> Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound
Standardized Assessment	A standardized assessment has all of the following features: <ul style="list-style-type: none"> Administered and scored in a consistent or standard manner Aligned to a set of academic standards Broadly administered (e.g., nation or statewide) Commercially produced Often administered only once per year, although standardized assessments are administered two or three times per year
Student Growth	A positive change in student achievement between at least two points in time as determined by the school district, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.
Summative Assessment	Identify the learner’s achievement or progress made at a certain point in time against predetermined criteria.
Teacher	All individuals in positions that require certification, including, but not limited to classroom teachers.

Timely Feedback	Feedback provided to students within one week from assigned due date.
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***Continuum of Professional Practice: Special Education**

* Based in part on "Content Standards" and "Common Core Set Standards," Council for Exceptional Children.

Region One School District Continuum of Professional Practice: Special Education

Ineffective Practice: A Special Education Teacher who performs in this range consistently performs poorly and needs much improvement.

Developing Effective Practice: A Special Education Teacher who performs in this range is making progress toward acquiring the skill, but requires improvement to function optimally. More practice and supervision is required for further development.

Effective Practice: A Special Education Teacher who performs in this range will possess knowledge, skills, and judgment sufficient to meet professional demands. The performance of candidates in this range meets normal expectations for a practitioner. Appropriate supervision is needed.

Highly Effective Practice: A Special Education Teacher who performs in this range shows sensitivity, judgment, and skill beyond what is normally expected. Performance and judgment of school Special Education Teachers in this category is decidedly better than average and indicative of a leader in the field.

Revised 5/8/14

Commented [K01]: updated

Domain I: Special Education Instructional Planning

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Develops and implements long-range, individualized instructional plans with short-range or constituent or sequenced objectives based on assessment and students' needs in general and special curricula.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to develop appropriate long-range individual plans and short-term objectives for students' needs in general education and special education curricula.	Effectively and reliably develops appropriate long-range individual plans and short-term objectives for students' needs in general and special education curricula.	Demonstrates innovation or leadership in the development of long-range plans or short-term objectives for students.
2. Develops, in collaboration with team members, appropriate learning strategies, modifications and accommodations for each student.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to develop and collaborate on learning strategies, modifications and accommodations for students.	Effectively develops and collaborates with team members; learning strategies, modifications and accommodations for students.	Demonstrates innovation or leadership in the development of: learning strategies, modifications and accommodations.
3. Integrates/addressess: affective, social, behavioral and life skills with academic curricula planning and implementation as needed by each student.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to integrate/address: affective, social, behavioral and life skills with academic planning as needed.	Appropriately/effectively integrates/addressess: affective, social, behavioral and life skills with academic planning as needed.	Demonstrates innovation or leadership in integrating/addressing affective, social, behavioral and life skills with academic planning.

Domain I: Special Education Instructional Planning

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
4. Incorporates instructional and assistive technology into planning and programming as may be appropriate.	Demonstrates little or no capacity.	Demonstrates a beginning or occasional capacity to incorporate technology into planning and programming.	Appropriately/effectively incorporates technology into planning and programming.	Demonstrates innovation or leadership with technology in planning and programming.
5. Prepares and organizes materials and instructional activities for effective interventions/lessons.	Demonstrates limited capacity, effort or maintenance of effort.	Demonstrates beginning or occasional capacity to prepare instructional materials and activities for effective lessons/intervention.	Appropriately prepares instructional materials and activities for effective lessons/interventions.	Demonstrates innovation or leadership in developing/accessing instructional materials and activities for effective intervention.
6. Makes responsive and effective adjustments to planning and/or implementation of instruction based on continued observation and assessment of student performance.	Demonstrates little or no capacity.	Demonstrates a beginning or occasional capacity for responsive/effective instructional adjustments to student performance.	Reliably, responsively and effectively adjusts instructional planning based on observation and assessment of students.	Reliably, responsively and effectively adjusts instructional planning based on observation and assessment of students.
7. Regularly monitors progress in general and special curricula and adjusts planning as needed.	Demonstrates little or no attempt, effort or maintenance of effort.	Demonstrates a beginning or occasional capacity for monitoring progress in general education and special education curricula.	Effectively and regularly monitors progress in general and special education curricula and adjusts planning as needed.	Effectively and regularly monitors progress in general and special education curricula and adjusts planning as needed.

Domain II: Student Evaluation

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Understands and applies legal principles and policies and ethical principles of measurement/assessment related to: special education referral, eligibility, program planning and placement.	Demonstrates little or no knowledge.	Demonstrates a beginning or occasional capacity with principles and policies of assessment related to: referral, eligibility, planning and placement.	Demonstrates adequate knowledge and application of principles and policies of assessment related to: referral, eligibility, planning and placement.	Demonstrates innovation or leadership or leadership with principles and policies of assessment related to: referral, eligibility, planning and placement.
2. Understands and applies measurement/assessment theory and practices for: validity, reliability, norms, bias and interpretation.	Demonstrates little or no understanding or application.	Demonstrates a beginning or occasional understanding and application of theory/practice for: validity, reliability, norms, bias and interpretation.	Demonstrates adequate understanding and application of theory/practice for validity, reliability, norms, bias and interpretation.	Pioneers assessment research and practice for new content, validity, reliability, norms and interpretation.
3. Understands and applies formal and informal means of assessment of learning in: reading, writing, math and interdisciplinary achievement.	Demonstrates little or no understanding or application.	Demonstrates a beginning or occasional understanding/application of formal and informal means of assessment.	Demonstrates adequate knowledge of formal and informal means of assessment.	Demonstrates innovation or leadership in the application of formal or informal means of assessment.
4. Understands applications as well as limitations of various means of formal and informal assessment.	Demonstrates little or no understanding.	Demonstrates a beginning or occasional understanding of applications and limitations of formal and informal assessments.	Demonstrates an understanding of applications and limitations of formal and informal assessments.	Demonstrates an understanding of applications and limitations of formal and informal assessments.

Domain II: Student Evaluation

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
5. Understands the effects of student background variables (cultural, linguistic, intellectual, etc.) in the selection, application and interpretation of assessments.	Demonstrates little or no understanding.	Demonstrates a beginning or occasional understanding of student background variables on assessment selection, application and interpretation.	Demonstrates an understanding of student background variables on assessment selection, application and interpretation.	Demonstrates an understanding of student background variables on assessment selection, application and interpretation.

Domain III: Instructional Strategies

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Selects, adapts and applies instructional strategies and materials that align with individual characteristics of students with disabilities.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to appropriately select instructional strategies and materials aligned with students' needs.	Selects appropriate, effective instructional strategies and materials aligned with students' needs.	Demonstrates innovation or leadership with instructional strategies or materials that maximize students' abilities and address their needs.
2. Teaches students with disabilities to use strategies that maximize skills for participating and learning effectively.	Demonstrates little or no capacity.	Demonstrates some or occasional knowledge/application of strategies to maximize students' skills for learning and participation.	Demonstrates effective knowledge/application of strategies to maximize students' skills for learning and participation.	Demonstrates innovation or leadership in knowledge/application of strategies to maximize students' participation and learning.
3. Selects and applies evidence-based instructional methods, programs, strategies.	Demonstrates little or no capacity.	Demonstrates some or occasional knowledge of evidence-based methods, programs and strategies.	Demonstrates effective knowledge and application of evidence-based methods, programs and strategies.	Demonstrates leading edge knowledge/application of evidence-based methods, programs and strategies.
4. Provides special instruction that: develops, maintains and generalizes knowledge and skills across subjects and settings.	Demonstrates little or no capacity.	Demonstrates some or occasional instructional methods that develop, maintain and generalize knowledge and skills.	Demonstrates effective instructional methods that develop, maintain and generalize knowledge and skills.	Demonstrates innovation or leadership in instructional methods that develop, maintain and generalize knowledge and skills.

Domain III: Instructional Strategies

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
5. Teaches students skills that maximize: self-awareness, self-management, self-reliance.	Demonstrates little or no capacity.	Demonstrates some or occasional skill in addressing students' needs for: self-awareness, self-management, self-reliance.	Demonstrates effective skills in addressing students' needs for: self-awareness, self-management, self-reliance.	Demonstrates innovation or leadership in addressing students' needs for: self-awareness, self-management, self-reliance.
6. Provides specialized instruction that promotes positive learning results in general and special curricula and environments.	Demonstrates little or no capacity.	Demonstrates some or occasional capacity for instruction that promotes positive learning results in general and special curricula and environments.	Demonstrates instruction that effectively promotes positive learning results in general and special curricula and environments.	Demonstrates innovation or leadership in design/delivery of instruction that promotes positive learning results in general and special curricula and environments.

Domain IV: Collaboration

Performance Levels

Commented [K02]:

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Collaborates with school personnel and community members in integrating students with disabilities into various settings for meaningful participation and learning.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to work with and advise school personnel and community members.	Demonstrates adequate knowledge and effective skills in working with and advising school personnel and community members.	Demonstrates innovation or leadership in collaboration practices with school personnel or community members.
2. Models techniques and coaches others in instructional techniques, modifications and accommodations to meet students' needs.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to model or coach others in instruction, modifications and accommodations.	Demonstrates effective modeling and coaching for instruction, modifications and accommodations.	Demonstrates innovation or leadership in modeling or coaching instruction, modifications and accommodations.
3. Serves as a resource for school personnel to learn about and respond to the needs of students with disabilities.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to serve as a resource for school personnel on disabilities.	Demonstrates adequate knowledge to serve as a resource to school personnel on the needs of students with disabilities.	Demonstrate innovation or leadership in acting as a resource for school personnel on the need of students with disabilities.

Domain IV: Collaboration

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
4. Collaborates with parents/families to address/engage their perspectives on the needs of their students.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity of skills for collaboration with parents/families.	Demonstrates effective skills in collaboration or engagement with parents/families.	Demonstrates innovation or leadership in practices of collaboration or engagement with parents/families.
5. Provides training/consultation to parents and staff as needed, such as in carry-over of skills developed in intervention.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to provide staff/family training/consultation.	Effectively develops and provides training/consultation to staff and families as needed.	Demonstrates innovation or leadership in developing training for staff and families.
6. Understands and applies various service models, including collaborative/inclusive planning and programming in general education classroom.	Demonstrates little or no capacity.	Demonstrates beginning or occasional understanding and application of a range of service models including collaborative/inclusive planning and programming in classrooms.	Demonstrates appropriate understanding and effective application of a range of service models, including collaborative/inclusive planning and programming in classrooms.	Demonstrates innovation or leadership in development and application of service models, including collaborative/inclusive planning and programming in classrooms.

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Domain IV: Collaboration

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
7. Serves as a resource in district-wide, school-based and/or sub-group efforts to assess student performance, track data and plan for instruction/intervention.	Demonstrates little or no knowledge, capacity or effort.	Demonstrates beginning or occasional knowledge, capacity and effort to serve district, school or sub-group study, data tracking, planning for instruction/intervention.	Participates effectively in district, school or sub-group study, data tracking and planning for instruction or intervention.	Provides innovation or leadership in the study, data tracking and responsive planning of student performance at district, school or sub-group levels.

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Domain 5: Professional Responsibilities

Indicators	Performance Levels			
	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1- Teacher engages in continuous professional growth to impact instruction and student learning.	Teacher identifies professional learning needs that are not relevant to improving practice or student learning. Teacher attends professional learning provided by school or region but does not participate actively. Teacher rarely welcomes and responds to feedback from a variety of sources.	Teacher's self-evaluation indicates that professional learning is related to student needs but analysis of impact on student is unclear or not based on relevant evidence. Teacher participates in professional learning provided by schools or region, but seeks few individual professional learning opportunities related to improving practice. Teacher inconsistently welcomes and responds to feedback from a variety of sources.	Teacher engages in a cycle of continuous improvement by: . Effectively self-evaluating and identifying professional learning needs; . Applying new learning to improve practice; and . Analyzing the impact on student learning. Teacher takes responsibility for own professional learning by routinely accessing opportunities with and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources.	Teacher engages in a cycle of continuous improvement by: . Effectively self-evaluating and identifying professional learning needs; . Applying new learning to improve practice; . Analyzing the impact on student learning; and . Taking initiative to expand professional learning and share learning and resources with colleagues. Teacher takes responsibility for own professional learning by routinely accessing opportunities within and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources.
2- Teacher understands and utilizes SRBI and takes responsibility for building and implementing interventions, accommodations and modifications.	Teacher demonstrates limited ability to participate appropriately in the SRBI process. Teacher implements interventions, accommodations and modifications with limited effectiveness, and plays a limited role in crafting appropriate interventions, accommodations and modifications.	Teacher inconsistently demonstrates ability to participate appropriately in the SRBI process. Teacher inconsistently implements interventions, accommodations and modifications effectively, and inconsistently plays a role in crafting appropriate interventions, accommodations and modifications.	Teacher consistently demonstrates ability to participate appropriately in the SRBI process. Teacher consistently implements interventions, accommodations and modifications effectively, and consistently plays a role in crafting appropriate interventions, accommodations and modifications.	Teacher consistently demonstrates expertise in the SRBI process, implements interventions, accommodations and modifications effectively, and leads the process of crafting appropriate interventions, accommodations and modifications.

<p>3- Teacher communicates and collaborates with colleagues and families to develop and sustain a positive school climate to support student learning.</p>	<p>Teacher provides minimal outreach to parents on positive school climate and efforts with students are primarily those mandated of all teachers. Teacher communicates mainly through grades, report cards, progress reports, and mandated parent/teacher conferences or when issues reach critical stage. Teacher rarely solicits or responds promptly and carefully to communication from families. Teacher's communications with families and students are not culturally respectful and/or sensitive to the demographics of the community and do not promote a positive school climate.</p>	<p>Teacher attempts to engage students and families on school climate efforts but outreach is driven by school-wide efforts only. Teacher communicates mainly through school-wide mandated requirements to communicate performance results through grades, report cards and parent/teacher conferences and when a student is experiencing difficulty with academics or behavior, with some attempts to communicate expectations and reach out to parents. Teacher's communication with families is often one-way and not always appropriate, with a primary reliance on broadcast web pages and other one-way media. Teacher's communications are respectful, but do not challenge or reject, biased, negative or disrespectful attitudes or practices in others.</p>	<p>Teacher collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>Teacher collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students. Teacher facilitates colleagues' understandings of culture, diversity and culturally responsive strategies that achieve high levels of learning for all students and enrich the experiences of the learning community. Teacher models the use of a regular two-way system that supports frequent, proactive and personalized communication with families about student performance and learning. Teacher facilitates activities, possibly including school-wide activities, to address bias, negative or disrespectful attitudes or practices in the school community.</p>
<p>4- Teacher collaborates with colleagues in a professional community.</p>	<p>Teacher rarely contributes to the professional community and fails to develop collaborative and</p>	<p>Teacher inconsistently contributes to the professional community and seldom develops collaborative and</p>	<p>Teacher frequently makes a contribution to the professional community and develops collaborative and</p>	<p>Teacher consistently makes a substantial contribution to the professional community and develops collaborative and collegial relationships. Teacher consistently conducts him/herself in a manner that is positive, open and contributes to a climate of mutual trust and respect.</p>

	collegial relationships. Teacher rarely conducts him/herself in a manner that is positive, open and does not contribute to a climate of mutual trust and respect.	collegial relationships. Teacher inconsistently conducts him/herself in a manner that is positive, open and consistently contributes to a climate of mutual trust and respect.	collegial relationships. Teacher frequently conducts him/herself in a manner that is positive, open and maintains a climate of mutual trust and respect.	
5- Demonstrating other professional behaviors	<p>Teacher demonstrates little compliance with the responsibilities, conduct or commitment to students, the professions, the community, and the student's family, as specified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates no compliance with or advocacy for the ethical use of information or information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates some compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates some compliance with and advocacy for the ethical use of information and information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates compliance with the Connecticut Code of Responsibility, including conduct, commitment, and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates consistent compliance with and advocacy for the ethical use of information and information technology as well as other district and school policies and procedures.</p>	<p>Teacher demonstrates and consistently models professional conduct as well as commitment and responsibility to the student, the profession, the community, and the student's family as identified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates and consistently models ethical use of information and information technology, and ensures respect for intellectual property rights and credit sources, and adheres to safe and legal use guidelines and complies fully with school and district policies and procedures.</p>



***Continuum of Professional Practice: Psychology**

NASP Model 10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making and Accountability**
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- **Domain 2: Consultation and Collaboration**
School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- **Domain 6: Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

- **Domain 7: Family–School Collaboration Services**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

- **Domain 8: Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- **Domain 9: Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Ineffective Practice: A school psychologist who performs in this range consistently performs poorly and needs much improvement. A specific plan and period of time should be established with the supervisor to improve performance. If improvement is not made, then the candidate's suitability for this field of work should be evaluated.

Developing Practice: A school psychologist who performs in this range is making progress toward acquiring the skill, but requires improvement to function optimally. More practice and supervision is required for further development.

Effective Practice: A school psychologist who performs in this range will possess knowledge, skills, and judgment sufficient to meet professional demands. The performance of candidates in this range meets normal expectations for a practitioner. Appropriate supervision is needed.

Highly Effective Practice: A school psychologist who performs in this range shows sensitivity, judgment, and skill beyond what is normally expected. Performance and judgment of school psychologists in this category is decidedly better than average and indicative of a leader in the field.

Domain I: Practices that Permeate All Aspects of Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>1a. Data Based Decision Making and Accountability</p>	<p>DOESN'T MEET THE DEVELOPING CRITERIA.</p> <p>Knowledge and skills to conduct assessments to identify eligibility for special education not evident.</p> <p>Knowledge and skills to collect data systematically from one or more sources not evident.</p> <p>Knowledge and skills to use valid and reliable assessment techniques not evident.</p>	<p>Conducts assessments to identify eligibility for special education</p> <p>Collects data systematically from one or more sources</p> <p>Uses some valid & reliable assessment techniques</p>	<p>...and</p> <p>Conducts assessments to identify eligibility for special education as part of the multidisciplinary team</p> <p>Collects and uses data to recommend appropriate and research-based academic and social/emotional learning services and interventions</p> <p>Uses problem-solving framework as basis for data-based decision making</p> <p>Uses systematic and valid data collection procedures</p>	<p>...and</p> <p>Conducts assessments to identify all areas of suspected disability for special education eligibility</p> <p>Data collected systematically from multiple sources and considers ecological factors (e.g. classroom, family, community characteristics)</p> <p>Understands and helps facilitate design/implementation of treatment fidelity</p> <p>Uses systematic and valid methods to evaluate effectiveness of own service and school systems</p> <p>Use of information and technology resources to enhance data collection & decision making</p>

Domain I: Practices that Permeate All Aspects of Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
Possible Examples	<ul style="list-style-type: none"> • Knowledge and skill to select evaluation procedures based on acceptable criteria for validity and reliability not adequately evident. • Knowledge and skills to collect data systematically are not adequately evident. <p>Knowledge and skill for school psychologist to select tests aligned with PPT recommendations are not adequately evident.</p>	<ul style="list-style-type: none"> • Evaluation procedures are selected based on acceptable criteria for validity and reliability • Evaluation reports are general and nonspecific to the referral question • Data is collected systematically <p>Data-analysis is general and nonspecific to the learning needs of the student</p>	<ul style="list-style-type: none"> • Recommends to the PPT evaluation procedures that address the referral question • Evaluation results are combined with and compared to multidisciplinary test findings to determine special education eligibility • Multisource data is collected and analyzed • Interventions are research-based and generally aligned with evaluation results 	<ul style="list-style-type: none"> • Evaluation procedures recommended to the PPT are specific to targeting suspected areas of disability • Test interpretation provides a clear diagnostic impression • Recommendations directly target the student's learning needs • Incorporates multisource data <p>Extracts and analyzes data from electronic database(s) relative to own service and school systems</p>

Domain I: Practices that Permeate All Aspects of Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
		<ul style="list-style-type: none"> • School psychologist selects tests aligned with Planning and Placement Team (PPT) recommendations • School psychologist's interpretation of test results is general and nonspecific • School psychologist's recommendations are general and nonspecific • School psychologist's data analysis is general and nonspecific to the student's learning needs 	<ul style="list-style-type: none"> • School psychologist selects tests that are sufficiently comprehensive to address the referral question • School psychologist's provides interpretative data that identifies appropriate area of disability. 	<ul style="list-style-type: none"> • School psychologist recommends tests that are directly aligned to peer reviewed research and pedagogy of underlying psychological constructs relative to suspected areas of disability • School psychologist provides interpretative data that provides a clear diagnostic impression and that aides the development of specific and targeted interventions • School psychologist extracts data from electronic database(s) to analyze data trends and to develop research-based • Intervention at the individual and school-wide level.

Domain I: Practices that Permeate All Aspects of Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1b. Consultation and Collaboration	<p>DOESN'T MEET THE DEVELOPING CRITERIA.</p> <ul style="list-style-type: none"> • Knowledge and skill to use the problem solving process as a vehicle for planning, communicating, consulting and collaboration is not adequately evident. • Regularly misses meetings. • Fails to return phone calls/e-mails. • Lacks connection/visibility with staff, parents. 	<p>Uses the problem solving process as a vehicle for planning, communicating, consulting and collaboration</p> <p>Attends meetings</p> <p>Returns phone calls/emails. Is visible to staff and parents in schools.</p>	<p>...and</p> <p>Demonstrates timeliness for meetings, returning phone calls and emails</p> <p>Communicates information for diverse audiences, such as parents, teachers, and other school personnel, policy makers, community leaders, and others</p> <p>Participates in school based meetings and demonstrates attempts to collaborate/consult with school personnel, parents, and community</p>	<p>...and</p> <p>Effectively communicates information for diverse audiences</p> <p>Functions as a potential change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district</p> <p>Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services</p>

Domain I: Practices that Permeate All Aspects of Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1c. Collaborates with school personnel and community members in integrating students with disabilities into various settings for meaningful participation and learning.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to work with and advise school personnel and community members.	Demonstrates adequate knowledge and effective skills in working with and advising school personnel and community members.	Demonstrates innovation or leadership in collaboration practices with school personnel or community members.
1d. Models techniques and coaches others in instructional techniques, modifications and accommodations to meet students' needs.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to model or coach others in instruction, modifications and accommodations.	Demonstrates effective modeling and coaching for instruction, modifications and accommodations.	Demonstrates innovation or leadership in modeling or coaching instruction, modifications and accommodations.
1e. Serves as a resource for school personnel to learn about and respond to the needs of students with disabilities.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to serve as a resource for school personnel on disabilities.	Demonstrates adequate knowledge to serve as a resource to school personnel on the needs of students with disabilities.	Demonstrate innovation or leadership in acting as a resource for school personnel on the need of students with disabilities.
1f. Collaborates with parents/families to address/engage their perspectives on the needs of their students.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity of skills for collaboration with parents/families.	Demonstrates effective skills in collaboration or engagement with parents/families.	Demonstrates innovation or leadership in practices of collaboration or engagement with parents/families.

Domain I: Practices that Permeate All Aspects of Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1g. Provides training/consultation to parents and staff as needed, such as in carry-over of skills developed in intervention.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to provide staff/family training/consultation.	Effectively develops and provides training/consultation to staff and families as needed.	Demonstrates innovation or leadership in developing training for staff and families.
1h. Understands and applies various service models, including collaborative/inclusive planning and programming in general education classroom.	Demonstrates little or no capacity.	Demonstrates beginning or occasional understanding and application of a range of service models including collaborative/inclusive planning and programming in classrooms.	Demonstrates appropriate understanding and effective application of a range of service models, including collaborative/inclusive planning and programming in classrooms.	Demonstrates innovation or leadership in development and application of service models, including collaborative/inclusive planning and programming in classrooms.
1i. Serves as a resource in district-wide, school-based sub-group efforts to assess student performance, track data and plan for instruction/intervention.	Demonstrates little or no knowledge, capacity or effort.	Demonstrates beginning or occasional knowledge, capacity and effort to serve district, school or sub-group study, data tracking, planning for instruction/intervention.	Participates effectively in district, school or sub-group study, data tracking and planning for instruction or intervention.	Provides innovation or leadership in the study, data tracking and responsive planning of student performance at district, school or sub-group levels.

Domain II: Direct and Indirect Services for Children, Families, and Schools

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>2a. Interventions and Instructional Support to Develop Academic Skills</p>	<p>DOESN'T MEET THE DEVELOPING CRITERIA.</p> <p>Does not adequately work with school personnel pursuant to attainment of state and local academic benchmarks by all students.</p>	<p>Works with other school personnel to ensure the attainment of state and local academic benchmarks by all students.</p>	<p>...and</p> <p>Applies current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group and systems level</p> <p>Works with other school personnel to develop and evaluate effective interventions for increasing the amount of time students are engaged in learning.</p>	<p>...and</p> <p>Incorporates all available assessment information in recommending instructional strategies to meet the individual learning needs of children Seeks out collaboration to promote student achievement with school staff/resources</p> <p>Uses information and assistive technology resources to enhance students' cognitive and academic skills</p> <p>Seeks out professional development and stays current with research on human learning, cognition, and developmental processes</p>

Domain II: Interventions and Instructional Support to Develop Academic Skills

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>2b. Interventions and Mental Health Services to Develop Social and Life Skills</p>	<p>DOESN'T MEET DEVELOPING CRITERIA</p> <p>Knowledge of skills to integrate behavioral supports and mental health services with academic and learning goals for students are not adequately evident.</p> <p>Knowledge and skills for application of techniques of FBA, BIP, and Positive Behavior Principles are not adequately evident.</p>	<p>Integrates behavioral supports and mental health services with academic and learning goals for children</p> <p>Has knowledge and applies techniques of FBA, BIP, and Positive Behavior Principles.</p>	<p>...and</p> <p>Facilitates design and delivery of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making</p> <p>Uses systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization</p> <p>Addresses intervention and fidelity of behavioral intervention</p>	<p>...and</p> <p>Provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social-emotional learning programs, positive behavioral support, and parent education and support. In addition, the school psychologist evaluates the implementation and results for these services at the individual and group level</p> <p>Develops and implements behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management</p>

Domain II: Direct and Indirect Services for Children, Families and Schools

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>2c. School-Wide Practices to Promote Learning</p>	<p>DOESN'T MEET DEVELOPING CRITERIA</p> <ul style="list-style-type: none"> • Knowledge of universal screening programs not adequately evident. • Does not demonstrate or utilize a solid knowledge base of curriculum and instruction. 	<p>Has knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services as well as assisting with progress monitoring systems to ensure successful learning and school adjustment</p> <p>Demonstrates and utilizes a solid knowledge base of curriculum and instruction</p>	<p>...and</p> <p>Incorporates evidenced-based strategies, in collaboration with others, in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions, grading and home school partnerships</p> <p>Works to build strong relationships with key staff and collaborates to meet school goals</p>	<p>...and</p> <p>Uses his/her knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services</p> <p>Participates in the development of school improvement plans</p> <p>Promotes the development and maintenance of learning environments that support resilience and academic growth, increases high rates of academic engaged time, and reduce negative influences on learning and behavior</p>

Domain II: Direct and Indirect Services for Children, Families and Schools

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>2d. Preventive and Responsive Services</p>	<p>DOESN'T MEET DEVELOPING CRITERIA</p> <p>Does not demonstrate adequate participation in school based team meetings.</p>	<p>Participates in school based team meetings (examples (RTI; MDAT; IEP; PBIS; etc...))</p> <p>With guidance and support as needed, delivers mental health services, as needed.</p>	<p>and...</p> <p>Delivers mental health services, as needed</p> <p>Collaborates with school personnel, students, parents, and community</p>	<p>and...</p> <p>Promotes recognition of risk factors Actively participates in threat assessments, utilizing best practices</p> <p>Evaluates the need for preventative services and initiatives</p> <p>Participates in school crisis teams with planning and/or crisis incidents</p> <p>Promotes/ Advocates Positive Behavioral Interventions and Support Practices</p> <p>Provides counseling/coaching, and/or interventions strategies</p> <p>Promotes wellness and resiliency</p> <p>Participates in promoting safe and violence-free schools and communities</p>

Domain II: Direct and Indirect Services for Children, Families and Schools

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>2e. Family-School Collaboration Services</p>	<p>DOESN'T MEET DEVELOPING CRITERIA</p> <p>Promotion of the use of evidence based strategies is not adequately evident</p>	<p>Promotes the use of evidence based strategies to design, implement and evaluate effective policies and practices that promote family school collaboration</p>	<p>and...</p> <p>Identifies diverse cultural issues, context and other factors that have an impact on family/school interaction</p> <p>Helps to create linkages and coordination of services between school families and community</p>	<p>and...</p> <p>Advocates for families and supports parents in their involvement in school activities</p> <p>Promotes strategies for parenting that facilitate children's healthy development</p> <p>Promotes education to the school community regarding influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development</p>

Domain III: Standards of School Psychological Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>3a. Diversity in Development and Learning</p>	<p>DOESN'T MEET DEVELOPING CRITERIA</p> <p>Use of valid and reliable assessment instruments and practices is not adequately evident</p>	<p>Uses valid and reliable assessment instruments and practices when working with diverse populations and communicates possible limitations (e.g., with respect to normative data) with others</p>	<p>and...</p> <p>Applies understanding of the influence of diversity (e.g., culture, language, SES, sexual orientation, race, gender) when designing and implementing interventions to achieve learning and behavioral outcomes</p>	<p>and...</p> <p>Provides culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics</p> <p>Recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students</p> <p>Promotes fairness and social justice in educational programs and services</p>

Domain III: Standards of School Psychological Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
3b. Research and Program Evaluation	<p>DOESN'T MEET DEVELOPING CRITERIA</p> <p>Does not adequately incorporate techniques for data collection, analysis and accountability</p>	<p>Incorporates techniques for data collection, analysis, and accountability in evaluation of services at the system, group, and individual levels</p>	<p>and...</p> <p>Applies knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans at the group and individual levels</p> <p>Supports teachers in collecting and analyzing progress monitoring data at the group and individual levels</p> <p>Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery, shares findings with staff, administration and Board of Education/community.</p>	<p>and...</p> <p>Collaborates with others to collect, analyze, and interpret program evaluation data in applied settings at the group and individual levels</p> <p>Shares information about research with educators, parents and/or the community to promote improvements in instruction, student achievement and healthy lifestyles</p> <p>Provides assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the group and individual levels</p>

Domain III: Standards of School Psychological Service Delivery

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
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<p>3c. Legal, Ethical and Professional Practice</p>	<p>DOESN'T MEET DEVELOPING CRITERIA</p> <p>Does not adequately stay current with legal, ethical and professional standards</p> <p>Does not adequately model professional standards</p>	<p>Stays current with legal, ethical and professional standards</p> <p>Sometimes models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community</p>	<p>and...</p> <p>Accesses, evaluates and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping</p> <p>Reflects on his/her practice to ensure appropriate service delivery</p> <p>Occasionally models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>	<p>and...</p> <p>Uses supervision, mentoring, and/or consultation for effective practice</p> <p>Advocates for professional roles as providers of effective services that enhance the learning and mental health of all children</p> <p>Often models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p> <p>Engages in lifelong learning and formulates personal plans for ongoing professional growth</p> <p>Assists administrators, teachers, parents, and other school personnel in understanding and adhering to legislation and regulations relevant to regular and special education</p> <p>Regularly models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p>
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Domain 5: Professional Responsibilities

Indicators	Performance Levels			
	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1- Teacher engages in continuous professional growth to impact instruction and student learning.	Teacher identifies professional learning needs that are not relevant to improving practice or student learning. Teacher attends professional learning provided by school or region but does not participate actively. Teacher rarely welcomes and responds to feedback from a variety of sources.	Teacher's self-evaluation indicates that professional learning is related to student needs but analysis of impact on student is unclear or not based on relevant evidence. Teacher participates in professional learning provided by schools or region, but seeks few individual professional learning opportunities related to improving practice. Teacher inconsistently welcomes and responds to feedback from a variety of sources.	Teacher engages in a cycle of continuous improvement by: . Effectively self-evaluating and identifying professional learning needs; . Applying new learning to improve practice; and . Analyzing the impact on student learning. Teacher takes responsibility for own professional learning by routinely accessing opportunities with and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources.	Teacher engages in a cycle of continuous improvement by: . Effectively self-evaluating and identifying professional learning needs; . Applying new learning to improve practice; . Analyzing the impact on student learning; and . Taking initiative to expand professional learning and share learning and resources with colleagues. Teacher takes responsibility for own professional learning by routinely accessing opportunities within and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources.
2- Teacher understands and utilizes SRBI and takes responsibility for building and implementing interventions, accommodations and modifications.	Teacher demonstrates limited ability to participate appropriately in the SRBI process. Teacher implements interventions, accommodations and modifications with limited effectiveness, and plays a limited role in crafting appropriate interventions, accommodations and modifications.	Teacher inconsistently demonstrates ability to participate appropriately in the SRBI process. Teacher inconsistently implements interventions, accommodations and modifications effectively, and inconsistently plays a role in crafting appropriate interventions, accommodations and modifications.	Teacher consistently demonstrates ability to participate appropriately in the SRBI process. Teacher consistently implements interventions, accommodations and modifications effectively, and consistently plays a role in crafting appropriate interventions, accommodations and modifications.	Teacher consistently demonstrates expertise in the SRBI process, implements interventions, accommodations and modifications effectively, and leads the process of crafting appropriate interventions, accommodations and modifications.

<p>3- Teacher communicates and collaborates with colleagues and families to develop and sustain a positive school climate to support student learning.</p>	<p>Teacher provides minimal outreach to parents on positive school climate and efforts with students are primarily those mandated of all teachers. Teacher communicates mainly through grades, report cards, progress reports, and mandated parent/teacher conferences or when issues reach critical stage. Teacher rarely solicits or responds promptly and carefully to communication from families. Teacher's communications with families and students are not culturally respectful and/or sensitive to the demographics of the community and do not promote a positive school climate.</p>	<p>Teacher attempts to engage students and families on school climate efforts but outreach is driven by school-wide efforts only. Teacher communicates mainly through school-wide mandated requirements to communicate performance results through grades, report cards and parent/teacher conferences and when a student is experiencing difficulty with academics or behavior, with some attempts to communicate expectations and reach out to parents. Teacher's communication with families is often one-way and not always appropriate, with a primary reliance on broadcast web pages and other one-way media. Teacher's communications are respectful, but do not challenge or reject, biased, negative or disrespectful attitudes or practices in others.</p>	<p>Teacher collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>Teacher collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students. Teacher facilitates colleagues' understandings of culture, diversity and culturally responsive strategies that achieve high levels of learning for all students and enrich the experiences of the learning community. Teacher models the use of a regular two-way system that supports frequent, proactive and personalized communication with families about student performance and learning. Teacher facilitates activities, possibly including school-wide activities, to address bias, negative or disrespectful attitudes or practices in the school community.</p>
<p>4- Teacher collaborates with colleagues in a professional community.</p>	<p>Teacher rarely contributes to the professional community and fails to develop collaborative and</p>	<p>Teacher inconsistently contributes to the professional community and seldom develops collaborative and</p>	<p>Teacher frequently makes a contribution to the professional community and develops collaborative and</p>	<p>Teacher consistently makes a substantial contribution to the professional community and develops collaborative and collegial relationships. Teacher consistently conducts him/herself in a manner that is positive, open and contributes to a climate of mutual trust and respect.</p>

	collegial relationships. Teacher rarely conducts him/herself in a manner that is positive, open and does not contribute to a climate of mutual trust and respect.	collegial relationships. Teacher inconsistently conducts him/herself in a manner that is positive, open and consistently contributes to a climate of mutual trust and respect.	collegial relationships. Teacher frequently conducts him/herself in a manner that is positive, open and maintains a climate of mutual trust and respect.	
5- Demonstrating other professional behaviors	<p>Teacher demonstrates little compliance with the responsibilities, conduct or commitment to students, the professions, the community, and the student's family, as specified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates no compliance with or advocacy for the ethical use of information or information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates some compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates some compliance with and advocacy for the ethical use of information and information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates compliance with the Connecticut Code of Responsibility, including conduct, commitment, and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates consistent compliance with and advocacy for the ethical use of information and information technology as well as other district and school policies and procedures.</p>	<p>Teacher demonstrates and consistently models professional conduct as well as commitment and responsibility to the student, the profession, the community, and the student's family as identified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates and consistently models ethical use of information and information technology, and ensures respect for intellectual property rights and credit sources, and adheres to safe and legal use guidelines and complies fully with school and district policies and procedures.</p>



***Continuum of Professional Practice: Speech-Language Pathologists**

* Based in part on: "Connecticut Competencies and Indicators for Performance Evaluation of (School) Speech-Language Pathologists," CT Department of Education, 1993 and "Performance Assessment of Contributions and Effectiveness of (School) Speech-Language Pathologists" (PACE), American Speech-Language Hearing Association, 2012, "Content Standards – Common Core Set Standards," Council for Exceptional Children.

Ineffective Practice: A school Speech-Language Pathologist who performs in this range consistently performs poorly and needs much improvement.

Developing Effective Practice: A school Speech-Language Pathologist who performs in this range is making progress toward acquiring the skill, but requires improvement to function optimally. More practice and supervision is required for further development.

Effective Practice: A school Speech-Language Pathologist who performs in this range will possess knowledge, skills, and judgment sufficient to meet professional demands. The performance of candidates in this range meets normal expectations for a practitioner. Appropriate supervision is needed.

Highly Effective Practice: A school Speech-Language Pathologist who performs in this range shows sensitivity, judgment, and skill beyond what is normally expected. Performance and judgment of school Speech-Language Pathologists in this category is decidedly better than average and indicative of a leader in the field. **Revised 5/8/14**

Domain I: Pre-Referral, Identification and Evaluation

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Provides pre-referral (to special education) support through consultation and collaboration.	Demonstrates limited or no capacity.	On some occasions, can provide pre-referral intervention support, guidance, strategies and materials through consultation and collaboration. May occasionally require guidance/support.	Provides pre-referral intervention support, guidance, strategies and materials through consultation and collaboration regarding speech, language and communication for pre-referral intervention teams.	Provides leadership or initiative among SRBI teams in level of support/guidance.
2. Administers, scores, analyzes and interprets screening protocols and makes recommendations.	Demonstrates limited or no capacity.	Conducts screenings for school/student populations or individual students as required/requested, may require guidance or support.	Communicates results in a clearly documented manner that effectively guides evaluation or program planning.	Takes initiative or leadership in screening policies/procedures/applying results or putting these into context for teams.
3. Obtains case history information and relates to purpose and outcome of evaluation.	Demonstrates limited or no capacity.	Obtains and documents minimal case history, may require guidance/support.	Effective and efficient in use of a variety of case history sources coherently related to purpose and outcome of evaluation.	Demonstrates innovation or exceptional depth or range in documenting case history or student background.

Domain I: Pre-Referral, Identification and Evaluation

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
4. Administers standardized measures and supplements standardized measures using current assessment methods and strategies.	Demonstrates limited or no capacity.	Demonstrates occasional or partial capacity to select and administer appropriate tests and other assessment methods and strategies. May occasionally require guidance/support.	Demonstrates appropriate, effective selection and administration of tests and other assessment methods and strategies.	Provides leadership or initiative in the investigation, selection and administration of tests and/or assessment methods or strategies.
5. Integrates results from all assessment information.	Demonstrates limited or no capacity.	Integrates standardized test results to develop diagnostic impressions with some support/guidance.	Integrates results from the evaluation process and develops diagnostic impressions.	Takes leadership with team integrating, applying, and reporting results.
6. Makes recommendations based on evaluation.	Demonstrates limited or no capacity.	Makes some contributions to the team integrating or synthesizing information from evaluations.	Collaborates with members of the educational team to synthesize information from the evaluation to determine: 1. If there is a disability and its level of severity 2. The extent of its impact on learning 3. Eligibility for speech, language, and/or hearing services.	Takes leadership with the team in formulating recommendations from evaluations.

Domain II: Knowledge of the Theory and Practice of the Discipline, Including Child and Adolescent Growth and Development

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Demonstrates knowledge and understanding of theories, principles, concepts of communication, development and disorders.	Demonstrates limited or no knowledge, capacity.	Demonstrates professional entry level knowledge and understanding of major theories, principles, concepts and some applications of communication, development and disorders.	Demonstrates knowledge and understanding of theories, principles, concepts and full range of application of communication, development and disorders.	Seeks out, acquires and applies a distinctively high level of theories, principles and concepts of communication, development and disorders.
2. Able to identify appropriate sources of information on prevention, assessment and intervention in communication disorders.	Demonstrates limited or no knowledge, capacity.	Able to identify some appropriate resources for some of the aspects of prevention, assessment and intervention in communication disorders.	Able to identify appropriate resources for a full range of topics in prevention, assessment and intervention in communication disorders.	Identifies a distinctive depth or range of resources on prevention, assessment and intervention in communication disorders.
3. Demonstrates ability to critically examine new information on communication development and disorders.	Demonstrates limited or no knowledge, capacity.	Can integrate some new information on communication, development and disorders to impact practices, may occasionally require guidance/support.	Can capably integrate new information on communication, development and disorders to impact practices.	Seeks out, acquires and applies new information on communication, development and disorders to impact practices at a distinctively high level.
4. Demonstrates knowledge of cultural diversity and its relation to communication development and disorders.	Demonstrates limited or no knowledge, capacity.	Demonstrates awareness of cultural diversity and its relation to communication, development and disorders, needs support to apply to assessment and intervention.	Demonstrates a reliable working knowledge of cultural diversity and its relation to communication, development and disorders, needs support to apply to assessment and intervention.	Can support or guide others in applications of knowledge of cultural diversity and its relation to communication, development and disorders, needs support to apply to assessment and intervention.

Domain II: Knowledge of the Theory and Practice of the Discipline, Including Child and Adolescent Growth and Development

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
5. Demonstrates an understanding of how physical, social-emotional and intellectual development relate to assessment and intervention in communication disorders.	Demonstrates limited or no knowledge, capacity.	Demonstrates some knowledge of how physical, social-emotional and intellectual development relate to assessment and intervention in communication disorders.	Demonstrates a necessary range of understanding of how physical, social-emotional and intellectual development relate to assessment and intervention in communication disorders.	In a number of areas or cases, demonstrates a distinctively high level of understanding of how physical, social-emotional and intellectual development relate to assessment and intervention communication disorders.
6. Understands, recognizes and responds to the educational needs of students with various disabilities.	Demonstrates limited or no knowledge, capacity.	Demonstrates some knowledge of the effects of various disabilities on the educational needs of these students.	Demonstrates a necessary range and reliable knowledge of the effects of various disabilities on the educational needs of students.	Demonstrates a distinctively high level of knowledge of the effects of one or more disabilities on the educational needs of these students.

Domain III: Knowledge and Application of Intervention Services, Including Planning and Programming

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. In collaboration with an education team, formulates educationally relevant long- and short-term goals and objectives	Demonstrates limited or no knowledge, capacity.	Given students' needs, authors or contributes to appropriate and educationally relevant goals and objectives with some support/guidance.	Given students' needs, authors or collaborates on appropriate and educationally relevant goals and objectives.	Demonstrates innovation and/or leadership in the formulation of students' goals and objectives.
2. Selects and provides service delivery model(s) that meet the needs of individual students.	Demonstrates limited or no knowledge, capacity.	Given students' needs, selects and provides appropriate, effective service delivery models with some support/guidance.	Given students' needs, selects and provides appropriate and effective service delivery models.	Demonstrates innovation or leadership in developing and recommending effective service delivery models.
3. Demonstrates planning/preparation for intervention sessions in educationally relevant: materials, equipment, content, instructional activities and strategies	Demonstrates limited or no knowledge, capacity.	Given students' needs, selects appropriate/effective intervention materials, equipment, content, activities and strategies with some support/guidance.	Given students' needs, selects appropriate/effective intervention materials, equipment, content, activities and strategies.	Demonstrates innovation or leadership with intervention materials, content, activities or strategies.

Domain III: Knowledge and Application of Intervention Services, Including Planning and Programming

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
4. Demonstrates planning and implementation that addresses students: developmental needs, learning styles, educational curriculum access, participation and learning.	Demonstrates limited or no knowledge, capacity.	Plans and implements intervention that addresses: developmental needs, learning styles, educational curriculum access and learning with some support/guidance.	Plans and implements intervention that addresses: developmental needs, learning styles, educational curriculum access and learning.	Demonstrates innovation or leadership in developing intervention that addresses: developmental needs, learning styles, curriculum learning.
5. Demonstrates planning and implementation that addresses students' levels and progression of: attention, comprehension, expression or communication.	Demonstrates limited or no knowledge, capacity.	Plans, implements intervention that addresses students' levels and progression of: attention, comprehension, expression/communication with some support/guidance.	Plans and implements intervention that addresses students' levels of: attention, comprehension, expression/communication.	Demonstrates innovation or leadership in developing intervention that addresses students' levels and progression of: attention, comprehension and expression.
6. Promotes generalization of students' knowledge, skills and selfmonitoring/ maintenance (of acquired abilities) as an outcome of intervention.	Demonstrates limited or no knowledge, capacity.	Plans and implements intervention that promotes generalization of students' knowledge and skills, with some support and guidance.	Plans and implements intervention that promotes generalization of students' knowledge and skills.	Demonstrates innovation or leadership in developing means to promote students' generalization of knowledge and skills acquired.

Domain IV: Intervention Services Including Progress Monitoring

Performance Levels				
Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Selects and defends intervention means/strategies using evidencebased theory and practice.	Demonstrates limited or no knowledge, capacity.	Selects/defends intervention practices using evidencebased theory and practice, given some support/guidance.	Selects/defends intervention practices using evidence-based theory and practice.	Demonstrates innovation or leadership in evidence-based practices.
2. Collects qualitative and quantitative student performance/ progress data through meaningful and manageable systems/means.	Demonstrates limited or no knowledge, capacity.	Collects student performance and progress data with meaningful and manageable means, with some support/guidance.	Collects student performance and progress data with meaningful and manageable means.	Demonstrates innovation or leadership in developing means to collect student performance data.
3. Uses/interprets student performance data to measure progress with reference to intervention objectives and educationally relevant learning and modifies intervention as indicated.	Demonstrates limited or no knowledge, capacity.	Uses student performance data to measure/convey progress on IEP objectives and educationally relevant learning. Modifies intervention as needed with some support/guidance.	Uses student performance data to measure/convey progress on IEP objectives and educationally relevant learning. Modifies intervention as needed.	Demonstrates innovation or leadership in developing means to use/convey student performance/progress data.

Domain V: Collaboration

Performance Levels

Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
1. Collaborate with school personnel and community members in integrating students with disabilities into various settings for meaningful participation and learning.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to work with and advise school personnel and community members.	Demonstrates adequate knowledge and effective skills in working with and advising school personnel and community members.	Demonstrates innovation or leadership in collaboration practices with school personnel or community members.
2. Models techniques and coaches others in instructional techniques, modifications and accommodations to meet students' needs.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to model or coach others in instruction, modifications and accommodations.	Demonstrates effective modeling and coaching for instruction, modifications and accommodations.	Demonstrates innovation or leadership in modeling or coaching instruction, modifications and accommodations.
3. Serves as a resource for school personnel to learn about and respond to the needs of students with disabilities.	Demonstrates little or no knowledge, resources or capacity.	Demonstrates beginning or occasional capacity to serve as a resource for school personnel on disabilities.	Demonstrates adequate knowledge to serve as a resource to school personnel on the needs of students with disabilities.	Demonstrate innovation or leadership in acting as a resource for school personnel on the need of students with disabilities.

4.	Collaborates with parents/families to address/engage their perspectives on the needs of their students.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity of skills for collaboration with parents/families.	Demonstrates effective skills in collaboration or engagement with parents/families.	Demonstrates innovation or leadership in practices of collaboration or engagement with parents/families.
Domain V: Collaboration					
Performance Levels					
	Indicators	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
5.	Provides training/consultation to parents and staff as needed, such as in carry-over of skills developed in intervention.	Demonstrates little or no capacity.	Demonstrates beginning or occasional capacity to provide staff/family training/consultation.	Effectively develops and provides training/consultation to staff and families as needed.	Demonstrates innovation or leadership in developing training for staff and families.
6.	Understands and applies various service models, including collaborative/inclusive planning and programming in general education classroom.	Demonstrates little or no capacity.	Demonstrates beginning or occasional understanding and application of a range of service models including collaborative/inclusive planning and programming in classrooms.	Demonstrates appropriate understanding and effective application of a range of service models, including collaborative/inclusive planning and programming in classrooms.	Demonstrates innovation or leadership in development and application of service models, including collaborative/inclusive planning and programming in classrooms.
7.	Serves as a resource in district-wide, school-based subgroup efforts to assess student performance, track data and plan for instruction/intervention.	Demonstrates little or no knowledge, capacity or effort.	Demonstrates beginning or occasional knowledge, capacity and effort to serve district, school or sub-group study, data tracking, planning for instruction/intervention.	Participates effectively in district, school or sub-group study, data tracking and planning for instruction or intervention.	Provides innovation or leadership in the study, data tracking and responsive planning of student performance at district, school or sub-group levels.

Domain 5: Professional Responsibilities

Indicators	Performance Levels			
	Ineffective Practice	Developing Effective Practice	Effective Practice	Highly Effective Practice
<p>1- Teacher engages in continuous professional growth to impact instruction and student learning.</p>	<p>Teacher identifies professional learning needs that are not relevant to improving practice or student learning. Teacher attends professional learning provided by school or region but does not participate actively. Teacher rarely welcomes and responds to feedback from a variety of sources.</p>	<p>Teacher's self-evaluation indicates that professional learning is related to student needs but analysis of impact on student is unclear or not based on relevant evidence. Teacher participates in professional learning provided by schools or region, but seeks few individual professional learning opportunities related to improving practice. Teacher inconsistently welcomes and responds to feedback from a variety of sources.</p>	<p>Teacher engages in a cycle of continuous improvement by:</p> <ul style="list-style-type: none"> . Effectively selfevaluating and identifying professional learning needs; . Applying new learning to improve practice; and . Analyzing the impact on student learning. Teacher takes responsibility for own professional learning by routinely accessing opportunities with and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources. 	<p>Teacher engages in a cycle of continuous improvement by:</p> <ul style="list-style-type: none"> . Effectively self-evaluating and identifying professional learning needs; . Applying new learning to improve practice; . Analyzing the impact on student learning; and . Taking initiative to expand professional learning and share learning and resources with colleagues. <p>Teacher takes responsibility for own professional learning by routinely accessing opportunities within and beyond the local context. Teacher consistently welcomes and responds to feedback from a variety of sources.</p>
<p>2- Teacher understands and utilizes SRBI and takes responsibility for building and implementing interventions, accommodations and modifications.</p>	<p>Teacher demonstrates limited ability to participate appropriately in the SRBI process. Teacher implements interventions, accommodations and modifications with limited effectiveness, and plays a limited role in crafting appropriate interventions, accommodations and modifications.</p>	<p>Teacher inconsistently demonstrates ability to participate appropriately in the SRBI process. Teacher inconsistently implements interventions, accommodations and modifications effectively, and inconsistently plays a role in crafting appropriate interventions, accommodations and modifications.</p>	<p>Teacher consistently demonstrates ability to participate appropriately in the SRBI process. Teacher consistently implements interventions, accommodations and modifications effectively, and consistently plays a role in crafting appropriate interventions, accommodations and modifications.</p>	<p>Teacher consistently demonstrates expertise in the SRBI process, implements interventions, accommodations and modifications effectively, and leads the process of crafting appropriate interventions, accommodations and modifications.</p>

3- Teacher communicates and collaborates with colleagues and families	Teacher provides minimal outreach to parents on positive	Teacher attempts to engage students and families on school	Teacher collaborates effectively with colleagues to engage	Teacher collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances
to develop and sustain a positive school climate to support student learning.	school climate and efforts with students are primarily those mandated of all teachers. Teacher communicates mainly through grades, report cards, progress reports, and mandated parent/teacher conferences or when issues reach critical stage. Teacher rarely solicits or responds promptly and carefully to communication from families. Teacher's communications with families and students are not culturally respectful and/or sensitive to the demographics of the community and do not promote a positive school climate.	climate efforts but outreach is driven by school-wide efforts only. Teacher communicates mainly through schoolwide mandated requirements to communicate performance results through grades, report cards and parent/teacher conferences and when a student is experiencing difficulty with academics or behavior, with some attempts to communicate expectations and reach out to parents. Teacher's communication with families is often one-way and not always appropriate, with a primary reliance on broadcast web pages and other one-way media. Teacher's communications are respectful, but do not challenge or reject, biased, negative or disrespectful attitudes or practices in others.	students and families in efforts to develop and sustain a positive school climate. Teacher continually enhances strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	strategies for two-way, culturally respectful communication with individual families about student academic and behavioral expectations and performance results. Teacher develops positive relationships with families and works in partnership to promote student successes. Teacher proactively challenges and rejects biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students. Teacher facilitates colleagues' understandings of culture, diversity and culturally responsive strategies that achieve high levels of learning for all students and enrich the experiences of the learning community. Teacher models the use of a regular two-way system that supports frequent, proactive and personalized communication with families about student performance and learning. Teacher facilitates activities, possibly including school-wide activities, to address bias, negative or disrespectful attitudes or practices in the school community.

<p>4- Teacher collaborates with colleagues in a professional community.</p>	<p>Teacher rarely contributes to the professional community and fails to develop collaborative and collegial relationships. Teacher rarely conducts him/herself in a manner that is positive, open and does not contribute to a climate of mutual trust</p>	<p>Teacher inconsistently contributes to the professional community and seldom develops collaborative and collegial relationships. Teacher inconsistently conducts him/herself in a manner that is positive, open and consistently contributes to a climate</p>	<p>Teacher frequently makes a contribution to the professional community and develops collaborative and collegial relationships. Teacher frequently conducts him/herself in a manner that is positive, open and maintains a climate of mutual trust</p>	<p>Teacher consistently makes a substantial contribution to the professional community and develops collaborative and collegial relationships. Teacher consistently conducts him/herself in a manner that is positive, open and contributes to a climate of mutual trust and respect.</p>
<p>5- Demonstrating other professional behaviors</p>	<p>Teacher demonstrates little compliance with the responsibilities, conduct or commitment to students, the professions, the community, and the student's family, as specified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates no compliance with or advocacy for the ethical use of information or information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates some compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates some compliance with and advocacy for the ethical use of information and information technology as well as other school and district policies and procedures.</p>	<p>Teacher demonstrates compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment, and responsibility to the student, the profession, the community, and the student's family.</p> <p>Teacher demonstrates consistent compliance with and advocacy for the ethical use of information and information technology as well as other district and school policies and procedures.</p>	<p>Teacher demonstrates and consistently models professional conduct as well as commitment and responsibility to the student, the profession, the community, and the student's family as identified in the Connecticut Code of Professional Responsibility.</p> <p>Teacher demonstrates and consistently models ethical use of information and information technology, and ensures respect for intellectual property rights and credit sources, and adheres to safe and legal use guidelines and complies fully with school and district policies and procedures.</p>



Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon, Region One School District

Region One School District Administrator Evaluation and Development Manual

(Derived from the 2014 SEED Handbook)

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ADMINISTRATOR EVALUATION and DEVELOPMENT

Purpose and Rationale

The Region One Administrator Evaluation and Support Plan, based on the 2014 SEED State Handbook, defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of *Proficient* administrators.

These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least three 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 three Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of all teachers proficient on the student growth portion of their evaluation.

This instrument 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 the region. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of our experienced administrators.

This instrument for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for Region One to hold itself accountable for ensuring that every child in the region attends a school with effective leaders.

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

System Overview

Administrator Evaluation and Support Framework

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

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

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

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

Process and Timeline

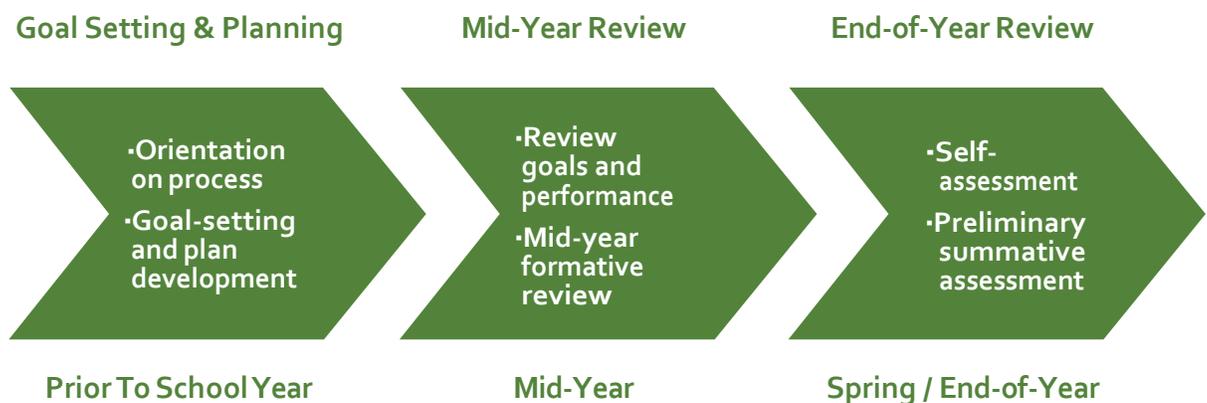
This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation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

The Superintendent will determine when the cycle starts. Administrators and principals will 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.

Figure 1: This is a typical timeframe:



Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice ***that will help them accomplish*** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and time line will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations .	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	SLO 3: 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The plan relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Datasystems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.

A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

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

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

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

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this plan the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

Region One School District has adopted the SEED model and will be expected to engage in the CSDE sponsored multi-day training. 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 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; and
- Determine a final summative rating across multiple indicators.

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

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

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing this plan in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Region One has developed a system to support administrators not meeting the proficiency standard. Improvement and remediation plans will 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.

Region One has developed a system of stages or levels of support. For example:

- 1. 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.
- 2. Special Assistance:** An administrator will receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator will receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth

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

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

Leadership Practice Related Indicators

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

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

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

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

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

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
- 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
- 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- 4. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community

interests and needs and to mobilize community resources.

5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.

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

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

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

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

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

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator Rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Region One may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards*.

*Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.

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 establishes high expectations for all students and staff**.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

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

**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are 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:

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators 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.
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. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for **Panorama Education surveys**.

The survey(s) selected by Region One for gathering feedback are valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent overtime). In order to minimize the burden on schools and stakeholders, the surveys chosen are not implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important.

Any survey must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support plan.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

- All family members
- All teachers and staff members
- All students

Assistant Principals and other school-based administrators:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

- Principals or principal supervisors
- Other direct reports
- Relevant family members

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

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

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

- Principals
- Specific subsets of teachers
- Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

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

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

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

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

The Student Outcomes Related Indicators capture the administrator’s impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools 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.

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Region One schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system⁹ includes two measures of student academic learning:

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

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

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

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

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

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

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

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

SPI Progress (all students and subgroups)

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

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

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

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

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

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

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

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

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

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

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

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

	SLO 1	SLO 2	SLO 3
Elementary School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects)	Broad discretion	
Elementary School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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

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

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

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

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate 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 #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

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

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

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

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

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

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using a rating table (*See Appendix 2*).

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate 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

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

Region One defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

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 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

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

Appendix 1

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

Section 2.9: Flexibility Components

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

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

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

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

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

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

May 7, 2014

Dispute-Resolution Process

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

Rating System

2.1: 4-Level Matrix Rating System

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

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

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

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

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

45% Student Growth Component

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

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

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