

SALEM SCHOOL DISTRICT



Salem's System for Educator Evaluation and Development

Plan developed May 2015 for implementation beginning in SY2015-2016
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Table of Contents

Section I: Salem’s System for Educator Evaluation and Development.....	3
Purpose and Rationale of the Evaluation System.....	3
Design Principles.....	3
Section II: Evaluation System Overview.....	5
Evaluation System Overview.....	5
Teacher Evaluation Process.....	6
Primary and Complimentary Evaluators.....	9
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing.....	9
Section III: Support and Development.....	10
Research Based Professional Learning and Support.....	10
Improvement and Remediation Plans.....	10
Section IV: Teacher Practice Related Indicators.....	11
Category #1: Teacher Performance and Practice (40%).....	11
Category #2: Parent Feedback (10%).....	22
Section V: Student Outcomes Related Indicators.....	24
Category #3: Student Growth and Development (45%).....	24
Category #4: Whole-School Student Learning Indicator (5%).....	30
Section VI: Summative Teacher Evaluation Scoring.....	31
Definition of Effectiveness and Ineffectiveness.....	34
Dispute Resolution Process.....	34
Section VII: Career Development and Professional Growth.....	34
Appendix A: Marzano’s Causal Teacher Observation Model and accompanying rubrics	
Appendix B: Template of Setting SMART Goals	
Appendix C: Sample Parent Survey	
Appendix D: Sample Whole School Learning Indicator Form	
Appendix E: Mid-Year Teacher Conference Guide	
Appendix F: End of Year Self-Assessment Form	
Appendix G: Connecticut’s (State Department of Education) Common Core of Teaching	
Appendix H: Intensive Support Plans (NT-1 / T-1 Forms)	

Section I: Salem’s System for Educator Evaluation and Development

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students’ success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers’ strengths and development areas; and provide opportunities for growth and recognition. The purpose of the new evaluation model is to help each teacher strengthen his/her practice to improve student learning and to fairly and accurately evaluate teacher performance.

Design Principles

The following principles guided the design of the plan.

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

An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive pictures of teachers’ performance. The new model defines four categories of teacher performance; student learning (45%), teacher performance and practice (40%), parent survey (10%) and school-wide student learning (grades PK-8) (5%). These categories are grounded in research-based, national standards; Marzano’s Causal Teacher Observation Model; The Common Core State Standards, as well as Connecticut’s standards; The Connecticut Common Core State Standards, as well as Connecticut’s Standards: The Connecticut Common Core of Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; and locally developed curriculum standards.

- ***Promote both professional judgment and consistency***

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

- ***Foster dialogue about student learning***

This plan hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new plan occurs frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- ***Encourage aligned professional learning, coaching and feedback to support teacher growth***
Novice and veteran teachers alike deserve detailed, constructive feedback and professional learning, collaboratively designed by the individual teacher and the district to address the needs of his/her classrooms and students. This plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.
- ***Ensure feasibility of implementation***
Launching this new plan will require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The plan aims to balance high expectations with flexibility for the time and capacity constraints in our district.

Section II: Evaluation System Overview

Overview

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 Marzano Causal Teacher Observation Model.
 - b. Parent Survey (10%); as defined in category 2, page 22 of plan
2. Student Outcomes Related Indicators: An evaluation of a teacher's contribution to student academic progress at the school and classroom level. This focus is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs) and student assessment results
 - b. Whole-school measure of student learning (grades PK-8) (5%) as determined by aggregate student learning 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

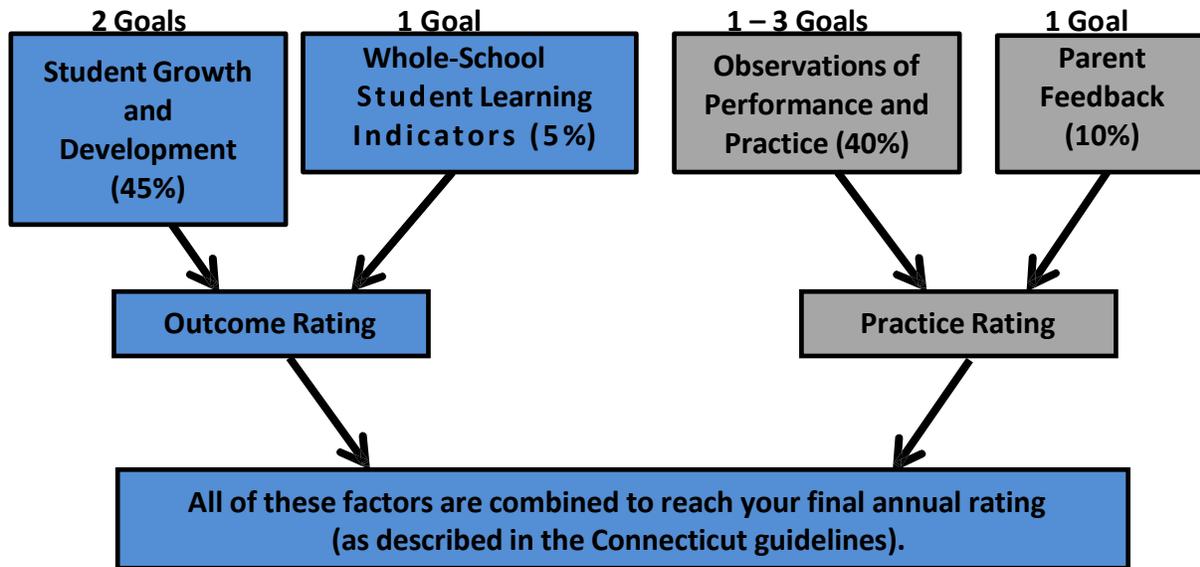
Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

Teacher Evaluation Process

Illustration of Core Requirements of Teacher Evaluation



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



Goal-Setting and Planning

Timeframe: Teachers will write 5-7 goals (as outlined by illustration of core requirements chart above) by November 15.

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning

objectives (SLOs) and they will commit to set professional development or common planning time aside for the types of collaboration as professional learning required by the evaluation process.

2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, his/her prior year's evaluation, school survey results, and the Marzano Causal Teacher Observation Elements to draft 5-7 proposed goals. These include performance and practice goals(s), student learning objectives (SLOs), a parent engagement goal and a shared, whole-school learning goal for the current school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at a 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 evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. Every attempt will be made to mutually agree upon a goal; lacking agreement, the dispute resolution process will be followed.

Mid-Year Check-In

Timeframe: By January 31st

1. **Reflection and Preparation** – The teacher collects artifacts as evidence-to-date about the teacher's practice and student learning in preparation for the Mid-Year Conference.
2. **Mid-Year Conference** – The evaluator and teacher complete at least one mid-year check-in conference, during which they review progress on all goals including practice goals, student learning objectives (SLOs), parent engagement goals and whole school learning performance 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 adjustments of 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/her development areas.

End-of-Year Summative Review

Timeframe: Non-Tenured by May 1st, Tenured by June 1st

1. **End-of-Reflection Form** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment should focus specifically on the areas for development established in the goal-setting conference. **(SDE form)**
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. *Not in effect for SY2015-2016.
3. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date, the teacher's written end-of-year summative reflection (submitted to primary evaluator ahead of time) and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation. Summative meetings occur before June 1st for tenured teachers or by May 1st for non-tenured teachers.

Primary and Complementary Evaluators

The primary evaluator, for most teachers, will be the School Principal, Assistant Principal, or Director of Student Services who will be responsible for the overall evaluation process, including assigning summative ratings. Calibrated, complementary evaluators, (who hold an active 092) may be used to assist the primary evaluator if the primary evaluator requests assistance. Complementary evaluators must be fully trained in the Marzano model, and have past experience as evaluators in order to be authorized to serve in this role and may also be used in times of dispute as mutually agreed upon.

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.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

The district will provide comprehensive training and support to administrators (and other evaluators if designated) to ensure proficiency and inter-rater reliability in conducting teacher evaluations.

Salem's administrators are trained in the Marzano Causal Teacher Evaluation Model framework, whereby they stay calibrated with scoring teachers according to the Marzano rubrics. Administrators participate in Marzano's professional development workshops to stay current in evaluation practices, and review how to implement the Marzano rubrics in evaluation, in observations and in providing teachers with high-quality feedback. Administrators who evaluate Salem's teachers demonstrate proficiency and on-going calibration by successfully passing the Marzano Causal Teacher Evaluation training exam, administered at the end of the professional development training course.

Section III: Support and Development

As a stand-alone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with professional learning opportunities and effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. In this plan, every teacher will have a Professional Growth Plan that is co-created by the teacher and his or her evaluator and serves as the foundation for ongoing professional learning and conversations about the teacher's practice and impact on student outcomes. Teachers will identify two Elements of Study from Marzano's Causal Frameworks per school year, for their Growth Plan. Every attempt will be made to mutually agree upon a professional growth goal(s); lacking agreement, the dispute resolution process will be followed. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional learning opportunities.

Improvement and Remediation Plans

If three consecutive (informal and/or formal) observations resulting in "developing" or "below standard" rating are given, it signals the need for the administrator to create an individual teacher assistance or remediation plan. The plan will be presented to the teacher for review and possible modifications. The teacher has the right to request his/her exclusive bargaining representative be present. Intensive Support Plans will be put into place within 10 days of the third consecutive informal and/or formal observation, with a "developing" or "below standard".

Intensive Support Plans must:

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

The Salem School District will use Form NT-1/T-1 to write Intensive Support Plans for those tenured and non-tenured teachers who need assistance. See Appendix H.

Section IV: Teacher Practice and Performance Related Indicators

This portion of the plan evaluates the teacher’s knowledge of a complex set of skills and competencies and how these are applied in a teacher’s practice. It is comprised in two categories:

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

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

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against Marzano’s rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs. Teachers receive feedback in all four domains of Marzano’s Causal Model.

Teacher Practice Framework

The Salem Teacher Evaluation Committee reviewed the research and options for a framework of teaching practice and chose to adopt Marzano’s Causal Teacher Evaluation Model. The Marzano rubric represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

An overview of The Marzano Causal Teacher Evaluation Model framework is listed below:

Criterion 1: Centering instruction on high expectations for student achievement
Component 1.1: Providing Clear Learning Goals and Scales (Rubrics) The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.
Component 1.2: Celebrating Success The teacher celebrates student success relative to the learning targets and/or the learning goals.
Component 1.3: Understanding Students’ Interests and Backgrounds The teacher builds positive relationships with students by understanding students’ interests and background.
Component 1.4: Demonstrating Value and Respect for Typically Underserved Students The teacher demonstrates value and respect for all, including typically underserved students.
Criterion 2: Demonstrating effective teaching practices.
Component 2.1: Interacting with New Knowledge The teacher helps students effectively interact with new knowledge.
Elements for Component 2.1 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.

Element 2.1.1 – The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.
Element 2.1.2 – The teacher organizes students into small groups to facilitate the processing of new information.
Element 2.1.3 – The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.
Element 2.1.4 – Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students.
Element 2.1.5 – During breaks in the presentation of content, the teacher engages students in actively processing new information.
Element 2.1.6 – The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.
Element 2.1.7 – The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.
Element 2.1.8 – The teacher engages students in activities that help them reflect on their learning and the learning process.
Component 2.2: Organizing Students to Practice and Deepen Knowledge The teacher helps students to practice and deepen their understanding of new knowledge.
Elements for Component 2.2 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.
Element 2.2.1 – The teacher engages students in a brief review of content that highlights critical information.
Element 2.2.2 – The teacher uses grouping in ways that facilitate practicing and deepening knowledge.
Element 2.2.3 – When appropriate (as opposed to routinely), the teacher designs homework to deepen students’ knowledge of informational content or practice a skill, strategy, or process.
Element 2.2.4 – When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.
Element 2.2.5 – When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.
Element 2.2.6 – When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.
Element 2.2.7 – The teacher engages students in revision of previous knowledge about content addressed in previous lessons.
Component 2.3: Organizing Students for Cognitively Complex Tasks The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.
Component 2.4: Asking Questions of Typically Underserved Students The teacher asks questions of typically underserved students with the same frequency and depth as other students.

<p>Component 2.5: Probing Incorrect Answers with Typically Underserved Students The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.</p>
<p>Component 2.6: Noticing When Students Are Not Engaged The teacher uses various methods to engage students.</p>
<p>Elements for Component 2.6 – Elements are designed to allow teachers to select specific strategies on which to improve and then track their progress using the scales.</p>
<p>Element 2.6.1 – The teacher notices when students are not engaged.</p>
<p>Element 2.6.2 – The teacher uses academic games to engage students.</p>
<p>Element 2.6.3 – The teacher manages response rates.</p>
<p>Element 2.6.4 – The teacher uses physical movement.</p>
<p>Element 2.6.5 – The teacher maintains a lively pace.</p>
<p>Element 2.6.6 – The teacher demonstrates intensity and enthusiasm.</p>
<p>Element 2.6.7 – The teacher uses friendly controversy.</p>
<p>Element 2.6.8 – The teacher provides opportunities for students to talk about themselves.</p>
<p>Element 2.6.9 – The teacher presents unusual or intriguing information.</p>
<p>Component 2.7: Using and Applying Academic Vocabulary The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.</p>
<p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.</p>
<p>Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.</p>
<p>Component 3.1: Effective Scaffolding of Information Within a Lesson The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.</p>
<p>Component 3.2: Planning and Preparing for the Needs of All Students The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.</p>
<p>Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.</p>
<p>Student Growth 3.1: Establish Student Growth Goal(s)</p>
<p>Student Growth 3.2: Achievement of Student Growth Goal(s)</p>
<p>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.</p>
<p>Component 4.1: Attention to Established Content Standards The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.</p>
<p>Component 4.2: Use of Available Resources and Technology The teacher plans and prepares for the use of available materials, including technology.</p>

Criterion 5: Fostering and managing a safe, positive learning environment.
Component 5.1: Organizing the Physical Layout of the Classroom The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.
Component 5.2: Reviewing Expectations to Rules and Procedures The teacher reviews expectations regarding rules and procedures to ensure their effective execution.
Component 5.3: Demonstrating “Withitness” The teacher demonstrates awareness of the classroom environment at all times (withitness).
Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures The teacher applies consequences for lack of adherence to rules and procedures.
Component 5.5: Acknowledging Adherence to Rules and Procedures The teacher acknowledges adherence to rules and procedures.
Component 5.6: Displaying Objectivity and Control The teacher builds positive relationships with students by displaying objectivity and control.
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.
Component 6.1: Designing Instruction Aligned to Assessment The teacher designs instruction aligned to assessments that impact student learning.
Component 6.2: Using Multiple Data Elements The teacher uses multiple data elements to modify instruction and assessments.
Component 6.3: Tracking Student Progress The teacher provides opportunities for students to self-reflect and track progress toward learning goals.
Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.
Student Growth 6.1: Establish Student Growth Goal(s)
Student Growth 6.2: Achievement of Student Growth Goal(s)
Criterion 7: Communicating and collaborating with parents and the school community.
Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.
Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism The teacher communicates individual student progress to parents/guardians in a timely and professional manner.
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

<p>Component 8.1: Seeking Mentorship for Areas of Need or Interest The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.</p>
<p>Component 8.2: Promoting Positive Interactions with Colleagues The teacher displays dependability through active participation.</p>
<p>Component 8.3: Participating in District and School Initiatives The teacher participates in district and school initiatives.</p>
<p>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.</p>
<p>Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</p>
<p>Student Growth 8.1: Establish Team Student Growth Goal(s)</p>

Please note that scoring rubrics, aligned with the above Marzano Causal Teacher Evaluation Model, may be found in Appendix B of this document.

Observation Process

Research, such as Gates Foundation’s *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don’t have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren’t useful to teachers – it’s the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. Salem's administrators are trained in the Marzano Causal Teacher Evaluation Model framework, whereby they stay calibrated with scoring teachers according to the Marzano rubrics. Administrators participate in Marzano's professional development workshops to stay current in evaluation practices, and review how to implement the Marzano rubrics in evaluation, in observations and in providing teachers with high-quality feedback. Administrators who evaluate Salem's teachers demonstrate proficiency and on-going calibration by successfully passing the Marzano Causal Teacher Evaluation training exam, administered at the end of the professional development training course.

Therefore, in this plan:

- Each teacher should be observed between 3 and 8 times per year through both formal and informal observations as defined below.
 - Formal: Observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Formal observations may be announced (and preceded by a pre-observation conference) or unannounced (in which case they would not be preceded by a pre-observation conference).
 - Informal: Observations or reviews of practice that last as least 10 – 20 minutes and are followed by written (and verbal feedback if time allows).
- All observations should be followed by written feedback, within three school days of an observation.
- In order to capture an authentic view of practice and promote a culture of openness and comfort with frequent observations and feedback, some observations (formal and informal) will be unannounced.

A summary of minimum requirements is below:

FIRST YEAR OF PROGRAM IMPLEMENTATION - 2013-2014		
Performance Designation	Number of Observations	Conferencing and Feedback
All Teachers	Three in-class formal observations At least one, informal observation or review of practice, with a mutually agreed upon focus	All must have pre-conferences, all must have post-conferences and all must have written feedback All must have written feedback (and verbal feedback if time allows)

Each teacher will continue to receive feedback 8 times per year as follows:
 (Note: Teachers on Intensive Support may require additional.)

BEGINNING 2014 -2015	
Teacher Category	Minimum Number of Observations
All First and Second Year Novice Teachers and Previously Tenured Connecticut Teachers	<ul style="list-style-type: none"> • 3 Formal in-class observations, 2 of which are announced (include a pre-observation and post observation conference) and 1 of which is unannounced (includes a post-conference); • 3 Informal observations; • 1 Domain 2; • 1 Domain 4; and • 1 End-of-Year Reflection.
Below Standard and Developing	<ul style="list-style-type: none"> • 3 Formal in-class observations, 2 of which are announced (include a pre-observation and post observation conference) and 1 of which is unannounced (includes post-conference); • 1 End-of-Year Teacher Self-Reflection; • 1 Summative Scores for Observations of Domain 2; • 1 Summative Score for Observations of Domain 4; and • A minimum of 2 Informal in-class unannounced observations (with written feedback).
Proficient and Exemplary	<p style="text-align: center;"><u>Every 3 Years</u></p> <ul style="list-style-type: none"> • 1 Formal observation (with a pre-and post-conference); <p style="text-align: center;"><u>Every Year</u></p> <ul style="list-style-type: none"> • 3 In-class, unannounced Informal observations (with written feedback); • 1 Review of Practice; • 1 Teacher Reflection (Teacher’s choice of topic aligned to one of the 4 CCT Domains); • 1 End-of-Year Teacher Self Reflection; • 1 Observation of Domain 2 (Summative; year-long information); and • 1 Observation of Domain 4 (Summative; year-long information).

Please note: In the first year of implementation (2013-2014), all teachers received at least 3 formal observations and/or reviews of practice. After the first year of implementation, observations should be structured according to the table above. Any teacher on a support plan in 2013-2014 who did not accomplish the goals of the plan will be considered Below Standard or Developing for the purposes of placing them in the new plan.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described above.

Post-conferences provide a forum for reflecting on the observation against the Marzano Causal Teacher Observation Model and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed. (Note: The Post Observation Forms A or B are found in iObservation. There are two choices for forms.);
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within three school days of the observation.

Classroom observations provide the most evidence of Domain 1 of the Marzano Causal Teacher Observation Model, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). Domain 2 – Planning and Preparation for Instruction, Domain 3 – Reflection, Domain 4 – Professionalism.

Non-Classroom Reviews of Practice

Because the new evaluation plan aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Marzano Causal Teacher Observation Model, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, and observations of coaching/mentoring other teachers. Non-Classroom Reviews of Practice fit under Domains 2, 3 and 4 in Marzano's Causal Model for Teacher Evaluation.

Feedback

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

- specific evidence and ratings, where appropriate, on observed components of the Marzano Causal Teacher Observation Model;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process section, teachers use Marzano’s Rubric to develop 5-7 practice and performance goals that are aligned to the Marzano’s Causal Teacher Observation Model. These goals provide a focus for the observations and feedback conversations. (Selected from Marzano’s 41 Elements.)

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s). Every attempt will be made to mutually agree upon a goal; lacking agreement, the dispute resolution process will be followed. The goals should have a clear link to the student achievement and should move the teachers toward Proficient or Exemplary on the Marzano’s Causal Teacher Observation model. Schools may decide to create a school-wide goal aligned to the particular component (i.e., Component 3.2 Planning and preparing for the Needs of all Students) that all teachers will include as one of their goals.

Goals should be SMART:

- S = Specific and Strategic
- M = Measurable
- A = Aligned and Attainable
- R = Results-Oriented
- T = Time-Bound

SMART Goal Example for Teacher Performance and Practice (40%):
 By June 2015, I will use effective grouping strategies to facilitate practicing and deepening knowledge. At least 85% of my students will effectively ask each other questions and obtain feedback from their peers to deepen knowledge of informational content or practice a skill, strategy or process
 (Marzano Rubric Element 2.2.2)

Additional information of SMART goals can be found in Appendix C: Template for Setting SMART Goals. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the mid-year conference and the end-of-year conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice component, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence. Please note that if there is one SMART goal (per section of Salem SEED), there needs to be at least two measures of performance; (IAGDs). If there is more than one SMART goal per section; there needs to be at least one measure of performance; (IAGD).

Teacher Performance and Practice Scoring Individual Observations

Evaluators will provide an overall rating for each observation and section of Salem SEED, and they should provide ratings and evidence for the Marzano Rubric components that were observed. During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., The teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., The teacher asks good questions.)

Once the lesson evidence has been recorded, the evaluator will align the evidence with the appropriate component(s) on the rubric and will then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

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

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 9 Design Questions in Domain 1 and 8 Criteria in Domains 2-4
- 2) Average components within each domain to a tenth of a decimal to calculate domain level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and practice rating of 1.0-4.0.

Each step is illustrated below:

- 1) Evaluator reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 9 Design Questions in Domain 1 and 8 Criteria in Domains 2-4.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 9 Design Questions in Domain 1 and 8 Criteria in Domains 2-4. Some questions to consider while analyzing the evidence include:

Consistency: Have I seen relatively uniform, homogenous evidence or ratings throughout the semester? Does this evidence paint a clear, unambiguous picture of the teacher's performance in this area?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes? How has the teacher progressed toward meeting their performance and practice goals?

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

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

Domain 1	Rating	Evaluator's Score
DQ #1	Developing	2
DQ #2	Developing	2
DQ #3	Proficient	3
DQ #4	Exemplary	4

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

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

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

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domain 1 is weighted significantly more than the others at 68%.

Domain	Score	Weighting	Weighted Score
1	2.8	68%	1.9
2	2.6	14%	0.3
3	3.0	8%	0.2
4	2.8	10%	0.2
Total			2.8

Steps 2 and 3 will be performed by district administrators using technology that calculates the averages from the evaluator.

The summative Teacher Performance and Practice rating and the component ratings will be shared and discussed with teachers during the end-of-year conference.

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of SEED¹.

The process described below focuses on:

- (1) conducting a whole-school parent survey;
- (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 anonymous and must demonstrate fairness, reliability, validity and usefulness. The parent survey should be administered every spring and trends analyzed from year-to-year.

Appendix E contains a sample parent survey that can be used to collect parent feedback.

2. Determining School-Level Parent Goals

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

¹

Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this category. However, it is not included in the state model, SEED. If pilot districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to CSDE when they submit their evaluation system proposal annually.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model survey in Appendix D for additional questions that can be used to inspire goals.

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 the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

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

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

Section V: Student Outcomes Related Indicators

The Student Outcomes Related Indicators portion of the plan captures the teacher’s impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators include two categories:

- Student growth and development, which counts for 45% (SLO’s);
- Whole-school student learning (Grades PK-8) resulting from whole-school growth data, which counts for the 5% of the total evaluation rating.

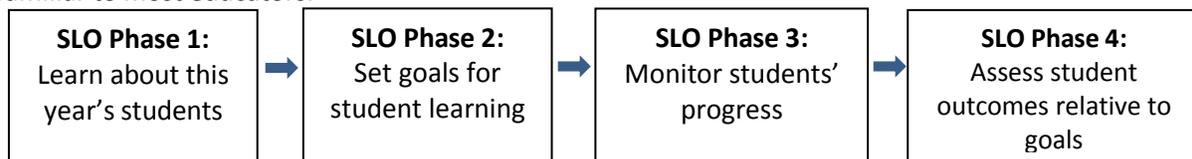
These categories will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

Each teacher’s students, individually and as a group, are different from other teachers’ students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher’s assignment, students, and context into account. In grade levels and disciplines where students are flexibly grouped across the grade level, grade level growth, rather than classroom growth should be measured. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

Student Learning Objectives in this plan will support teachers in using a planning cycle that will be familiar to most educators:



2014-2015 Connecticut State Department of Education:

- One half (or 22.5%) of measures/IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated 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.
- Teachers without an available standardized indicator will select, through mutual agreement, a non-standardized indicator.
- A minimum on 1 non-standardized indicator must be used in rating 22.5% of measures/IAGDs.
- For the 2015-16 academic year, the required use of state test data is suspended. Through the ESEA Flexibility Renewal process, the CSDE is requesting continued flexibility from the US Department Of Education, at least through the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation for teachers and administrators in tested grades and subjects. Thus, teachers who teach in a grade level or content area in which other standardized measures are available and appropriate shall base half of the weighting of their IAGDs on a standardized measure and the other half of the weighting on non-standardized measures. All other teachers shall base their IAGDs on non-standardized measures.

This process should feel very similar to the student learning goals established in the PLC process through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

SLO Phase 1:
Learn about this year's students

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

SLO Phase2:
Set 2 SLOs (goals for student learning) and determine evidence which will be used to assess outcomes

Each teacher will write two Student Learning Objectives (SLOs) in consultation with their administrator. All SLOs need to be finalized by November 15th. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.

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

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

The Salem School District will continue to assess students using the Blue Ribbon Testing Program, **or another approved standardized test.**

- School-wide data will be collected through Blue Ribbon Testing in English Language Arts and Mathematics in the Fall and Spring in Grades 3 through 8.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a majority proportion of his/her

students (80-100%). Each SLO should reflect high expectation for student learning – at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g. common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results. Teachers of student who are flexibly grouped will share accountability for students within the flexible groups.

The following are examples of Student Learning Objectives based on student data (please see Appendix J for more sample SLOs):

Teacher Category	Student Learning Objective
Eight Grade Science	My students will master critical concepts of science inquiry.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

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

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low- performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (Appendix C)

NOTE: for 3rd through 8th grade teachers of English/Language Arts and Math, teachers are encouraged to use the Blue Ribbon testing results to set growth targets.

Taken together, and SLO’s indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO- Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
Middle School Art	All of my students will demonstrate proficiency in applying the five principles of drawing.	85% of my students will gain a proficiency band from their beginning of the year baseline assessment using the Salem art program scoring rubric on the five principles of drawing.
Fourth Grade Reading	My 22 students will demonstrate improvement in , or mastery of, reading comprehension skills by June 2016	<ol style="list-style-type: none"> 1. 85% of my students will achieve their vertical scale score target on the fourth grade CMT in March 2016. 2. All students assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2016.

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Approval

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

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide feedback to the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Quality of Indicators Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Rigor of Objective/Indicators Objective and indicators are attainable but ambitious, and taken together; represent at least a year's worth of growth for at least 80% of a teacher's student population (or appropriate growth for a shorter interval of instruction).
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SLO Phase 3:

Monitor students' progress

Once SLOs are approved, teachers will monitor students' progress towards the objectives by examining student work products and administering formative assessments. Teachers will share their findings with colleagues during PLC or collaborative time and keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference between the evaluator and the teacher.

SLO Phase 4:

Assess student outcomes relative to goals

At the end of the school year, the teacher will collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment (Appendix H) which asks teachers to reflect on the SLO outcomes by responding to the following for statements:

1. Describe the results and provide evidence (data) for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will utilize the information in the future.

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

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

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

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $((2+3)/2)$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

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

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15th (see scoring section). See Summative Teacher Evaluation Scoring for details.

Category #4: Whole-School Student Learning Indicator (Grade PK-8) (5%)

Whole-School Student Learning Indicator

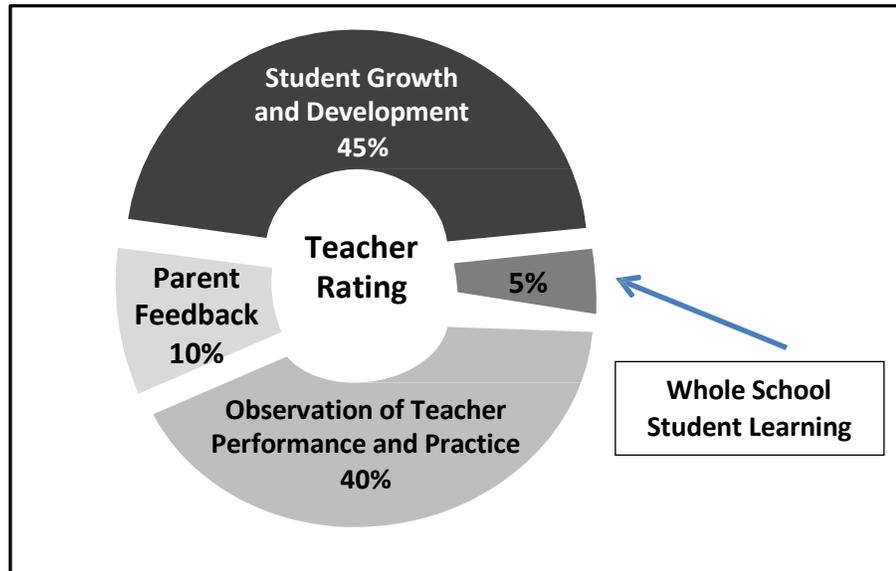
For grades PK-8 that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

NOTE: If the Whole-School Student Learning rating is not available when the summative rating is calculated, the Student Growth and Development score will be weighted 50 and Whole-School Student Learning will be weighted 0 (see Summative Teacher Evaluation Scoring section). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15th.

Section VI: Summative Teacher Evaluation Scoring

Summative Scoring

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



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-School Student Learning
- 3) Calculate an average of the Teacher Practice Related Indicators score and Student Outcomes Related Indicators score. Use the scoring scale to determine the over teacher rating.

Each step is illustrated below:

- 1) Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score

The Observation of Teacher Performance and Practice counts for 40% of the total rating and Parent Feedback counts as 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	.40	1.12
Parent Feedback	3	.10	.30
TOTAL POINTS			1.42

- 2) Calculate a Student Outcomes Related Indicators rating by combining the Student Growth and Development score and Whole-School Student Learning.

The Student Growth and Development category counts for 45% of the total rating and the Whole-School Student Learning category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	.45	1.58
Whole School Student Learning	3	.05	.15
TOTAL POINTS			1.73

- 3) Combine the Teacher Practice related indicators score and Student Outcomes Related Indicators score. Use the rating table to determine the Summative Teacher rating.

Category	Points (score x weight)
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS	1.42
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS	1.73
TOTAL POINTS	3.15

- 4) Calculate a total of the Teacher Practice related Indicators score and Student Outcomes Related Indicators score. Use the rating table to determine the Summative Teacher Rating.

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
1.00-1.75	Below Standard
1.76-2.50	Developing
2.51-3.25	Proficient
3.26-4.00	Exemplary

Adjustment of Summative Rating

Summative ratings must be completed for all tenured teachers by June 5th and all non-tenured teachers by May 1st of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjustment rating no later than September 15th. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A single year of “below standard” may be deemed ineffective. The model recommends the following:

Novice teachers shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings or higher, they must be “proficient” or higher 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 year three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four.

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

Dispute Resolution Process

A panel, composed of the superintendent, the teacher union representative, who serves currently on the Salem School District’s Professional Learning and Evaluation Committee, and a mutually agreed upon neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on goal setting and planning, evaluation period, feedback on performance and practice, or final summative rating. The neutral third person selected will be **mutually agreed upon between the Superintendent and the collective bargaining unit.** Resolutions must be topic specific and timely; of no more than 30 calendar days. Should the process established, not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

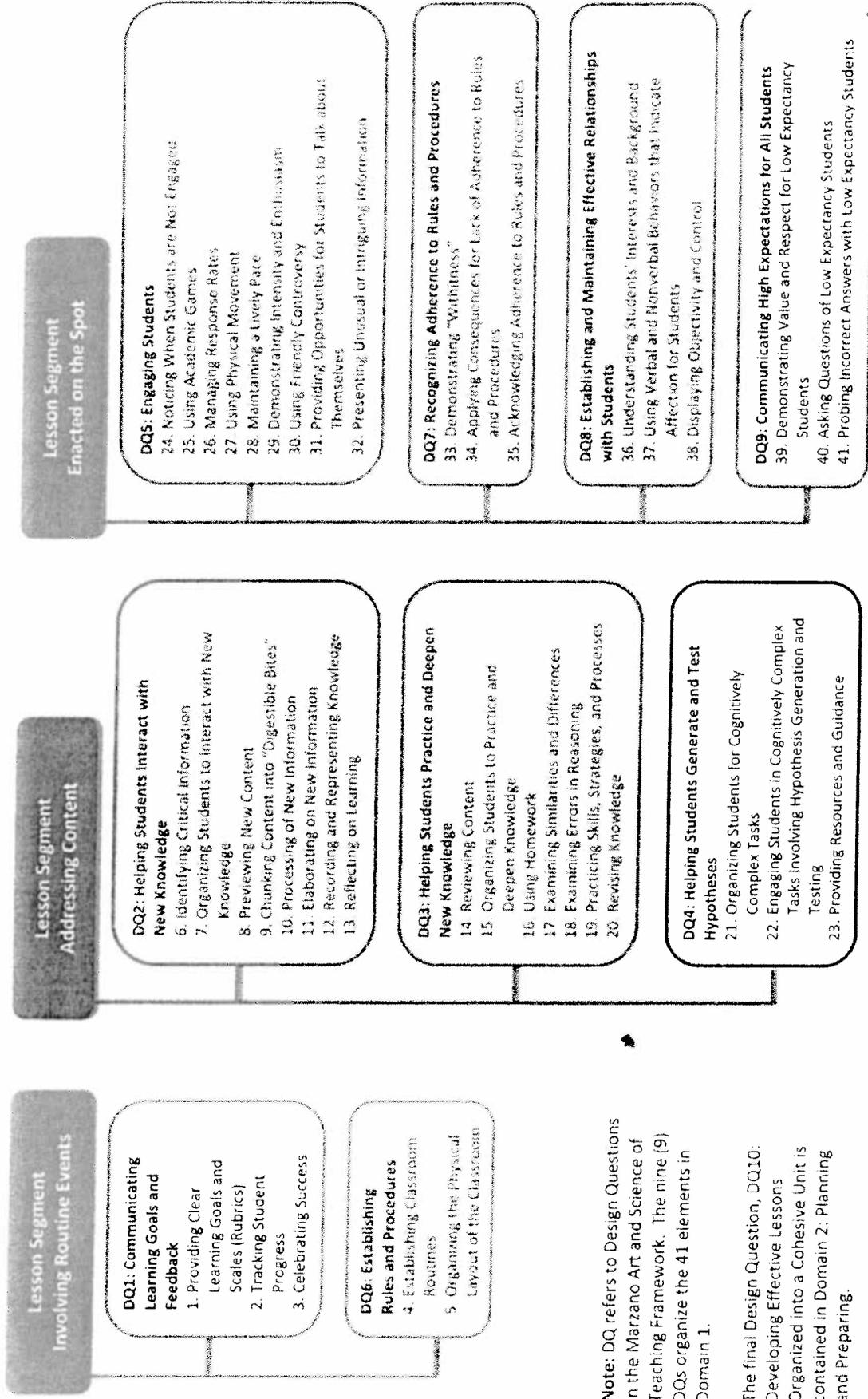
Career Development and Professional Growth

The Salem School District will continue to provide on-going opportunities for career development and professional growth for all certified staff. Please refer to the current Salem School District Professional Growth and Development Handbook for additional information.

Marzano Art and Science of Teaching Framework
Domain 1: Classroom Strategies and Behaviors

Domain 1: Classroom Strategies and Behaviors

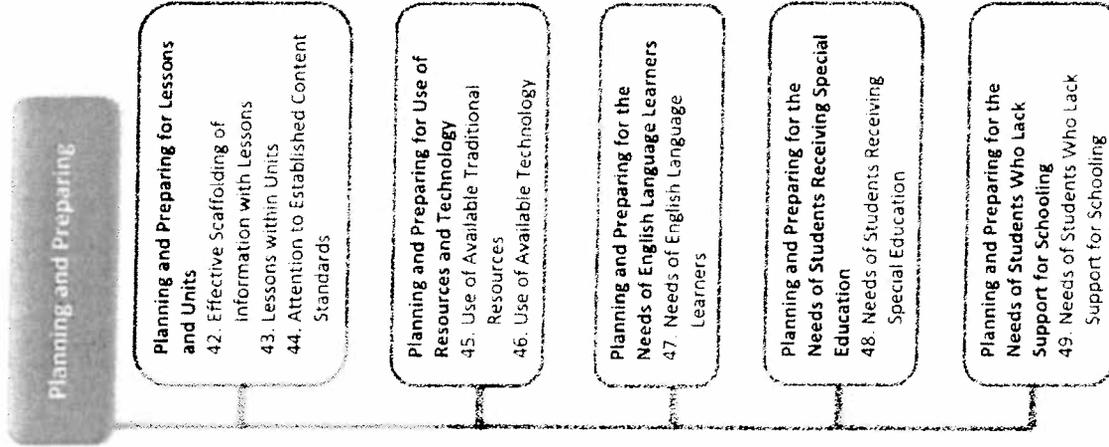
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



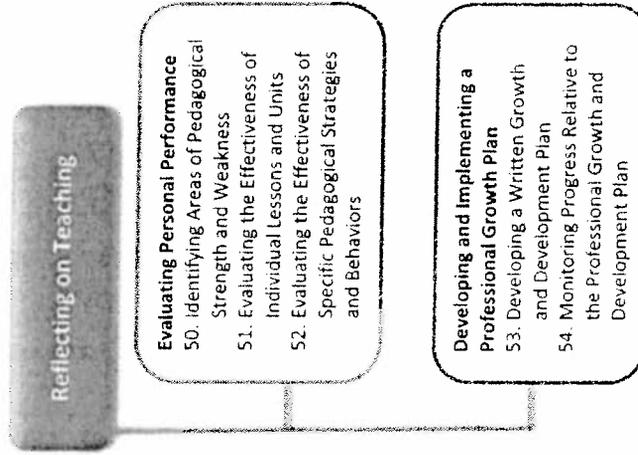
Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

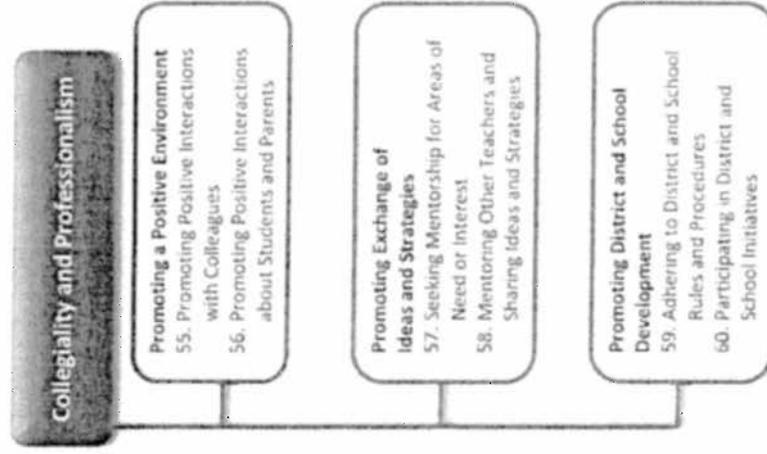
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism





Teacher Goal-Setting: Student Learning Objective (SLO) #1

For the 2012-13 pilot year, teachers are asked to develop two Student Learning Objectives.

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

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

If you teach in a state-tested grade and/or subject, or if your students are assessed through another standardized measure, one SLO must be based on standardized IAGDs and will account for 22.5% of your final rating. Your second SLO, which will account for an additional 22.5% of your final rating, is based on a minimum of one non-standardized IAGD and a maximum of one additional standardized IAGD. If your students are not assessed through any standardized measure, both SLOs can be based on non-standardized IAGDs.

Each SLO must have at least one IAGD. Multiple IAGDs may be used but are not required.

of students you are teaching:

of students covered by this SLO:

% of students covered by this SLO:

SLO #1 (22.5%):

Rationale for Objective:

1) Why was this SLO chosen? 2) What specific Connecticut and/or national standards does it address?

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

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

Type of IAGD(s) - Indicator #1:

Standardized Non-Standardized

Indicator #1. (Required)

Type of IAGD(s) - Indicator #2:

Standardized Non-Standardized

Indicator #2. (Optional)

Type of IAGD(s) - Indicator #3:

Standardized

Non-Standardized

Indicator #3. (Optional)

Baseline Data /Background Information

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

Strategies /Actions to Achieve the SLO

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

Strategy #1.

Strategy #2.

Strategy #3.

(include additional strategies as needed)

File List

File Name	Date Uploaded	Size		

Data Collection /Assessment of Progress Toward Achieving the SLO

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

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

Instructions for Evaluator: The evaluator should review the SLO and IAGDs proposed by the teacher and evaluate and comment based on the following criterion-

(1) Priority of Content-Objective/indicators are deeply relevant to teacher's assignment and address a large proportion of his/her students.

(2) Rigor of Objective/Indicator- Objective/Indicator is obtainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

(3) Quality of Indicators- Indicators provide specific, measurable evidence and allow judgement about students' progress over the school year or term.



Teacher Goal-Setting: Parent Feedback

Parent Feedback Goal (10%):

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

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

Parent Feedback Goal:

Rationale for Parent Feedback Goal:

Measuring Growth/Improvement Related to Goal:

1. Determine how you will measure growth/improvement towards to your goal. There are two ways you can measure and demonstrate progress on your growth targets.

a) You can choose to measure how successfully you implement a strategy to address an area of need, and/or

b) You can collect evidence directly from parents to measure parent-level indicators you generate. For example, you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal.

Measurement of Growth/Improvement:

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

As well, if any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can upload it here. If appropriate, the teacher can adjust his/her goal based on the available data and in discussion with his/her evaluator.

File List

File Name	Date Uploaded	Size
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Teacher Goal-Setting: Whole-School Student Learning Indicator

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

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

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

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

If any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can upload it here. If appropriate, the teacher can adjust his/her strategy based on the available data and in discussion with his/her evaluator.



Mid-Year Conference January/February: Guidance for Evaluators of Teachers

Outcomes

The goal of the Mid-Year Conference is to engage the teacher and the evaluator in examining progress toward established year long goals, especially the student learning objectives (SLOs) and performance and practice goals. Additionally, the Mid-Year Conference is an opportunity for the teacher to share artifacts, experiences, data and anecdotal information about student performance and professional practice that might provide evidence for Domains 1 and 4 of the CT Framework for Evaluation and Support. Examining progress toward SLOs is an important discussion. **Determining supports for teachers, necessary to ensure success, are a priority.** If it becomes clear that SLOs can be improved or are no longer appropriate, adjustments may be considered if:

- Based on new information gathered since the SLOs were set, the objectives fail to address the most important learning challenges in the classroom and/or school.
- New, more reliable sources of evidence are available.
- Class composition has significantly changed.
- Teaching schedule, assignment or personal circumstance has significantly changed.

Tips to Ensure a Productive Conference

- **Establish a specific timeframe (15-30 minutes).**
- **Communicate expected outcomes for the Mid-Year Conference to teachers.** Suggest that teachers use the Mid-Year Conference Form to guide their own preparation. Teachers should be prepared to share interim results and predictions, using multiple measures related to student performance, as established within their Initial Goal Setting Conference. The following list describes possible sources of evidence to assist teachers in their preparation:

<ul style="list-style-type: none"> * Analysis of classroom assessments * Evidence of communication with families * Reflective teacher and/or student journals * Differentiated lesson plan samples * Student intervention plans * Annotated photographs of classroom activities 	<ul style="list-style-type: none"> * Examples of collaborative work with colleagues * Record of PD activities * Student Work Samples * Graphs, tables or rubrics describing student results * Video/audio samples of instruction
---	---

- **Plan the conference a round progress toward SLOs within the 45%.** Post observation conferences and feedback have likely provided opportunities for discussion and evidence collection within the 40%. Discussions around progress for the Parent/Peer Feedback (10%) and the Whole School Student Learning Indicator/Student Feedback (5%) can occur as a part of team/faculty meetings.
- **Provide a “general impression” of the teacher’s evaluation rating.** Teachers may want to know where you see them within the continuum of performance at this point in the year. This is your opportunity to further discuss a specific professional learning plan to move the teacher along the performance continuum.
- **Complete the Mid-Year Summary Form** and share it with the teacher.

Mid-Year Conference January/February: Guidance for Evaluators of Teachers

Suggested Conference Discussion Prompts

45% Student Learning Objectives

Tell me about your students' progress relative to the goals you've set for their learning this year.

What evidence/data do you have to support your thinking about student progress?

Tell me what we have to celebrate. What might explain the successes you've documented?

Tell me about your challenges. What might explain slower progress than you expected?

Based on your current review of student progress, what short-term objectives are you considering to assist you in reaching your end of year targets? Are there additional supports or professional development that I can provide?

Note: If revisions are mutually agreed upon, consider determining an additional check in to determine progress. Additionally, refer to the criteria used to approve SLOs at the initial goal setting conference.

40% Observation of Practice

Tell me about your learning relative to your performance and practice goal.

Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.).

What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues? Let me share some of my observations with you. Let's talk about how I can assist you moving forward.

10% Parent and/or Peer Feedback

Tell me about your ongoing communication with families as it relates to our school wide goal. (Parent Feedback)

What level of response have you observed from families? (e.g. attendance at school sponsored events, greater number of views on classroom web page, willingness to volunteer in class, homework completion etc.).

Tell me about your collaborative work with a colleague(s). (Peer Feedback)

What is your contribution to the partnership/team and what have you gained through the collaborative process?

5% Whole-School Student Learning Indicator and/or Student Feedback

Tell me about student progress as it relates to our whole school student learning indicator goal. (This may already have been addressed in the 45% conversation).

As you review the goal for student feedback, what strategies/actions have you put into place that you expect to positively influence your expected outcome?

END-OF-YEAR TEACHER SELF-ASSESSMENT

Teacher Self-Assessment/Reflection

1. Describe the results of your SLOs and provide evidence for each indicator (IAGD).

2. Provide your overall assessment of whether the objective was met.

3. Describe what you did that produced these results.

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

5. List the professional learning activities you participated in throughout the year.

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

Student Growth Indicators

Student Growth and Development-SLO#1 and SLO #2 (45%)

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

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Whole School Student Learning Indicators OR Student Feedback (5%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

Indicate your overall progress by rating attainment of the goal.

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Parent Feedback (10%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

Indicate your overall progress by rating attainment of the goal.

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Teacher Practice and Performance (40%)

Practice and Performance Focus Area

Describe the action steps you took to develop your Focus Area and your growth related to student achievement.

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

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

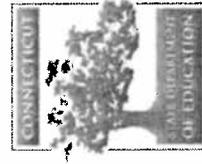


Table of Contents

CCT Rubric for Effective Teaching 2014 Development Committee	1
Introduction (CCT Rubric for Effective Teaching 2014, Training and Proficiency, Calibration, Observation Process)	2, 3
Key Instructional Competencies and Organization of the Rubric	4
CCT Rubric for Effective Teaching 2014 – AT A GLANCE	5
1: Classroom Environment, Student Engagement and Commitment to Learning	
1a. <i>Creating a positive learning environment</i>	6
1b. <i>Promoting developmentally appropriate standards of behavior</i>	7
1c. <i>Maximizing instructional time</i>	8
2: Planning for Active Learning	
2a. <i>Planning of instructional content</i>	9
2b. <i>Planning instruction to cognitively engage students</i>	10
2c. <i>Selecting appropriate assessment strategies</i>	11
3: Instruction for Active Learning	
3a. <i>Implementing instructional content</i>	12
3b. <i>Leading students to construct meaning and apply new learning</i>	13
3c. <i>Assessing student learning, providing feedback to students and adjustments to instruction</i>	14
4: Professional Responsibilities and Teacher Leadership	
4a. <i>Engaging in continuous professional learning</i>	15
4b. <i>Collaborating to develop and sustain a professional learning environment</i>	16
4c. <i>Working with colleagues, students and families to develop and sustain a positive school climate</i>	17
Equal Opportunity/Affirmative Action Policy	18



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Introduction to The CCT Rubric for Effective Teaching 2014

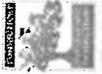
The Connecticut Common Core of Teaching (CCT) - Foundational Skills (1999), revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. State law and regulations link the CCT to various professional requirements that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

Training and Proficiency

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

Calibration

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



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Observation Process

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

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

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

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

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

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

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



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

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

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

CT Common Core of Teaching Standards

Domain 1 Content and Essential Skills which includes *The Common Core State Standards*¹ and Connecticut Content Standards

Domain 2 Classroom Environment, Student Engagement and Commitment to Learning

Domain 3 Planning for Active Learning

Domain 4 Instruction for Active Learning

Domain 5 Assessment for Learning

Domain 6 Professional Responsibilities and Teacher Leadership

CCT Rubric for Effective Teaching 2014

Generally Observed

Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.

Domain 1

Classroom Environment, Student Engagement and Commitment to Learning

In-Class Observations

Domain 2

Planning for Active Learning

Non-classroom observations/
reviews of practice

Domain 3

Instruction for Active Learning

In-Class Observations

Now integrated throughout the other domains

Domain 4

Professional Responsibilities and Teacher Leadership

Non-classroom observations/
reviews of practice

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



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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.



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1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:
Indicator 1a | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.²

Attributes

Rapport and positive social interactions

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

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

Environment supportive of intellectual risk-taking

High expectations for student learning

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

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



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1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:
Indicator 1b | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁴ and social skills and take responsibility for their actions.
Promoting social competence⁴ and responsible behavior				

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

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

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



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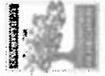
1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:
Indicator **1C** | Maximizing instructional time by effectively managing routines and transitions.⁶

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

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

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



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2: Planning for Active Learning

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

Indicator 2a

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

Attributes

	Below Standard	Developing	Proficient	Exemplary
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹⁰	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

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

Text in RED reflects Common Core State Standards connections.

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

8 Lesson plan: a purposeful planned learning experience.

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

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

2: Planning for Active Learning

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

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

Attributes

	Below Standard	Developing	Proficient	Exemplary
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse ¹¹ or inquiry-based learning ¹² , and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
Instructional resources¹³ and flexible groupings¹⁴ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

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

Text in RED reflects Common Core State Standards connections.

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

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

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

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



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2: Planning for Active Learning

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

Indicator 2.C | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

Attributes

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

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

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

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



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3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
 Indicator 3a | Implementing instructional content¹⁶ for learning.

Attributes

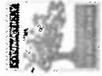
	Below Standard	Developing	Proficient	Exemplary
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁷	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

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

Text in RED reflects Common Core State Standards connections.

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

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



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3: Instruction for Active Learning

Teachers implement instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large* by: Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Below Standard

Developing

Proficient

Exemplary

Attributes

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

Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.

Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.

Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.

Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.

Strategies, tasks and questions

Uses resources and/or groupings that do not cognitively engage students or support new learning.

Uses resources and/or groupings that minimally engage students cognitively and support new learning.

Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.

Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.

Instructional resources¹⁸ and flexible groupings

Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.

Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.

Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.

Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Student responsibility and independence

Text in RED reflects Common Core State Standards connections.

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



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3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: Indicator 3C | Assessing student learning, providing feedback to students and adjusting instruction.

Attributes

Criteria for student success

Ongoing assessment of student learning

Feedback¹⁹ to students

Instructional Adjustments²⁰

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

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

¹⁹ **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.
²⁰ **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.



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4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:
Indicator 4a Engaging in continuous professional learning to impact instruction and student learning.

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

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



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4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:
Indicator 4b Collaborating to develop and sustain a professional learning environment to support student learning.

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



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4: Professional Responsibilities and Teacher Leadership

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

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

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

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

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



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SALEM SCHOOL DISTRICT

Assistance Cycle Form NT-1

NON-TENURED TEACHER
IMPROVEMENT PLAN

Educator: _____ Grade/Assignment: _____
Evaluator: _____
Date Plan Begins: _____ Required Completion Date: _____

Area(s) of concern from *Standards*:

Amount and type of support to be provided:

Method(s) and frequency of data to be gathered and conferences to be conducted:

Timeline: (Completion data must be prior to February 1st.)

Evaluator's Signature: _____ Date: _____

Educator's Signature: _____ Date: _____

I acknowledge that the above information was discussed and reviewed with me by my evaluator. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comments, if any, in writing.

SALEM SCHOOL DISTRICT

Assistance Cycle Form T-1
Intensive Support Level II

*TENURED TEACHER
IMPROVEMENT PLAN*

Educator: _____ Grade/Assignment: _____
Evaluator: _____
Date Plan Begins: _____ Required Completion Date: _____

Area(s) of concern from *Standards*:

Amount and type of support to be provided:

Method(s) and frequency of data to be gathered and conferences to be conducted:

Timeline: (Completion data must be prior to February 1st.)

Evaluator's Signature: _____ Date: _____
Educator's Signature: _____ Date: _____

I acknowledge that the above information was discussed and reviewed with me by my evaluator. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comments, if any, in writing.

SALEM SCHOOL DISTRICT



Salem's System for Administrator Evaluation and Development

Plan developed May 2015 for implementation beginning in SY2015-2016
BOE Approved – May 4, 2015



Salem's Administrators' Evaluation Development Committee Members

Name

Joseph Onofrio II
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Title

Superintendent
Interim Principal
Interim Assistant Principal

Table of Contents

Introduction.....	3
Core Design Principles.....	4
Section I: The Plan’s Four Categories.....	5
Category #1: Leadership Practice (40%).....	5
Category #2: Stakeholder Feedback (10%).....	10
Category #3: Student Learning (45%).....	13
Category #4: Teacher Effectiveness (5%).....	20
Administrator Evaluation Process.....	21
Section II: Overview of the Process.....	21
Step 1: Orientation and Context-Setting.....	22
Step 2: Goal-Setting and Plan Development.....	22
Step 3: Plan Implementation and Evidence Collection.....	23
Step 4: Mid-Year Formative Review.....	25
Step 5: Self-Assessment.....	26
Step 6: Summative Review and Rating.....	26
Section III: Summative Administrator Evaluation Rating.....	27
Determining Summative Ratings.....	28
Section IV: Support, Training, and Development.....	31
Section V: Appendices.....	33
Appendix A: Marzano School Leadership Evaluation Model Leadership Map	
Appendix B: Marzano School Leader Evaluation Model Annual Evaluation Report	
Appendix C: Connecticut Code of Professional Responsibility	
Appendix D: Sample Stakeholder Survey Questions	
Appendix E: Connecticut’s Measure of Academic Learning and Definition of SPI	
Appendix F: Sample Goal-Setting Form	
Appendix G: Sample End of the Year Reflection Form	

Introduction

This handbook outlines a new plan for the evaluation of school and district administrators in Salem School District. The Salem School District administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in Salem.

Evaluation of administrators is based on four levels of performance and focuses on the practices and outcomes of *proficient* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader (primarily Domains 1 and 2 in the Marzano Leadership Evaluation Model)
- Meeting expectations in at least two specified areas of practice from the Marzano Leadership Model
- Meeting one target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on a minimum of two student learning goals aligned to school and district priorities
- Having more than 70% of teachers rated as "proficient" (aligns with CT state level of "proficiency") on the student growth portion of their evaluation

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

Salem's plan for administrator evaluation has several benefits for participants and for the broader community. It offers a structure for the ongoing development of principals and other administrators to provide a basis for assessing strengths and growth areas in order to provide the feedback administrators need for improvement. It also serves as a means for the district to hold itself accountable for ensuring that every child in the district attends a school with effective leaders.

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. It describes the four components on which administrators are evaluated (leadership practice, stakeholder feedback, student learning and teacher effectiveness) before detailing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the plan.

All school leaders¹ holding an 092 certificate will be evaluated according to this plan. Because of the fundamental role that principals play in building strong schools 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 district administrators, they are noted.

Core Design Principles

The design of this plan for evaluation of principals and other administrators is based on four core design principles:

- 1. Focus on what matters most:** Salem’s administrator evaluation plan is aligned to the State Board guidelines, which specify four quality areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).
- 2. Emphasize growth over time:** The evaluation of administrators' performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they strive to reach. For administrators, attaining or maintaining high results is a critical aspect of their work, and the plan encourages administrators to continually improve their practice.
- 3. Leave room for judgment:** In the quest for accurate ratings, there is a tendency to focus exclusively on the numbers. Of equal importance to continuous improvement are the professional conversations between an administrator and his/her colleagues and supervisor. Therefore, the plan requires evaluators to observe the practice of administrators to make informed judgments about the quality and efficacy of practice.
- 4. Consider implementation at least as much as design:** This plan is sensitive to the tremendous responsibilities and limited resources that administrators experience, therefore it is aligned with their other responsibilities (e.g., writing a school improvement plan) and highlights the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

¹ **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.)

Section I: The Plan’s Four Categories

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

Category #1: Leadership Practice (40%)

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, 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. See Appendix A for a description of the six performance expectations in the CCL Standards.

Marzano's study of school effectiveness (a study of over 2,800 schools and 1,400,000 students) found that school leadership has a statistically significant relationship with student achievement. Based upon this research, 24 specific actions and behaviors organized into five domains were identified to create Marzano's School Leadership Evaluation Model. This model will be used to measure an administrator's level of effectiveness.



Figure 1: Five Domains of the Marzano School Leadership Evaluation Model

The five domains are described below and in the Leadership Evaluation Rubric, Appendix B.

Domain 1: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure that the school, as a unified whole, as well as individual teachers, have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
2. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
3. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
4. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
5. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2: Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure that the school as a whole, as well as individual teachers, perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader provides a clear vision as to how instruction should be addressed in the school.
2. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
3. The school leader is aware of predominant instructional practices throughout the school.
4. The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
5. The school leader ensures that teachers are provided with job-embedded professional learning that is directly related to their instructional growth goals.

Domain 3: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
2. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
3. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Domain 4: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.
2. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.
3. The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
4. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
5. The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5: School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader is recognized as the leader of the school who continually improves his or her professional practice.
2. The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
3. The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
4. The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

5. The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
6. The school leader acknowledges the success of the whole school, as well as individuals within the school.

The five domains will be weighted according to the chart below to determine the Leadership Practice 40% of the administrator's evaluation:

Domain	Weight
1: Data Driven Focus on Student Achievement	20%
2: Continuous Improvement of Instruction	40%
3: Guaranteed and Viable Curriculum	10%
4: Cooperation and Collaboration	15%
5: School Climate	15%

These weightings should be consistent for all principals. Since the roles and responsibilities of assistant principals and program leaders vary, the weighting of the 5 domains of the rubric may be adjusted based upon their job descriptions.

It is also expected that all administrators are expected to adhere to the Connecticut Code of Professional Responsibility for Administrators (see Appendix C).

In order to arrive at the 5 domain ratings, administrators are measured against Marzano's School Leadership Evaluation Rubric, which describes leadership actions across four performance levels for each of the five performance expectations and associated elements. (Please refer to Appendix A and B for Marzano's specific leadership standards and accompanying rubrics.)

These four performance levels will be aligned to the state's four performance levels for the purpose of reporting data to the state. The following table describes each performance level and shows the correlation to the state's performance levels:

Salem's Performance Level	Description of Performance	State Performance level
Exemplary	The school leader ensures adjustments are made, new methods are utilized, and all options are explored; and empowers others to be effective in this domain.	Exemplary
Proficient	Evidence for each element within the domain is regularly observed in the school leader's practice.	Proficient
Developing	The elements for the domain are in place however they are not utilized strategically and/or their implementation across the staff is not fully monitored.	Developing
Below Standard	The school leader attempts to incorporate practices aligned with each element of the domain, however does not complete the task.	Below Standard

Examples of Evidence are provided for each element of the rubric and can be found in Appendix B. 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. It is recommended that as evaluators and administrators learn and use the rubric, they review these Examples of Evidence and generate additional examples from their own experience that could also be evidence of practice.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each domain in the Marzano School Leadership Evaluation Rubric. Evaluators collect written evidence about and observe the principal's leadership practice across the five domains described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

District leaders, who evaluate school leaders, are trained in the Marzano School Leadership Evaluation Model, whereby they stay calibrated with scoring administrators according to the Marzano School Leadership rubrics. These leaders participate in Marzano's Professional Development workshops to stay current in evaluation practices and review how to implement the Marzano rubrics in evaluation, in observation and in providing administrators with high-quality feedback.

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

1. By August 20th, the superintendent will provide an orientation meeting. The superintendent will meet with administrators in a group to discuss the evaluation process and their roles and responsibilities within it. At the meeting, the superintendent will discuss any district priorities that should be reflected in administrator practice and student learning goals and they will set time aside for the types of collaboration and professional learning required by the evaluation process.
2. Prior to the start of the school year, the administrator and evaluator meet for a Goal-Setting Conference to identify two focus areas for development of the administrator's leadership practice.
3. Both the administrator and the evaluator collect evidence about his/her practice with particular attention to the identified focus areas for development. Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing or below standard*. Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
4. By January 30th, the administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the areas identified as needing development.
5. By June 1st, 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.

6. By June 30th, 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 for each domain. Then the evaluator assigns a total practice rating based on the relative weights of each domain and incorporates this leadership practice rating into the summary report of the school leader's evaluation before the end of the school year. (See the

7. “Summative Rating Form,” Appendix D.) 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 the administrator should be notified of the changes before September 15th.

Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders collected through the administration of an anonymous survey that is constructed from the state model and aligned to the Connecticut Leadership Standards determines 10% of an administrator's summative rating.

Applicable Survey Types

See Appendix D for examples of each type of sample survey.

The survey(s) selected for gathering feedback must be anonymous, 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). In order to minimize the burden stakeholders, the surveys chosen need not be 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. The timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses should be carefully considered.

Any survey selected must align to some or all of the Connecticut 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 it is advisable for administrators and their evaluators to select relevant portions of the survey's results to incorporate into the evaluation model.

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

DISTRICT ADMINISTRATORS

Director of Student Services

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

Stakeholders

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 the evaluation of school-based administrative roles.

Arriving at a Stakeholder Feedback Summative Rating

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

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

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

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one
3. Set one goal and a related 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.

Category #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) The Whole School Indicator for performance and progress on the academic learning measures in the state's accountability system for schools and (b) Two Student Learning Goals (SLG's) for 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

Currently, the state's accountability system includes four measures of student academic learning:

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments [Smarter Balanced Field Test (SB-FT) and Connecticut Mastery Test (CMT) Science in Grades 5 and 8].
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
3. SPI rating– absolute measure of student achievement on Connecticut's standardized assessments
4. SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

See Appendix F for a complete definition of Connecticut's measures of student academic learning, including a definition of the SPI.

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

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

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
SPI Rating	89-100	77-88	64-76	< 64
SPI Rating for Subgroups	The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups	The gap between the “all students” group and 50% or more of subgroups is <10 SPI points	The gap between the “all students” group and at least one subgroup is >10 SPI points.	The gap between the “all students” group and all subgroups is >10 SPI points.

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.

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

*For schools with no subgroups, the weights for the SPI progress and the SPI rating should be 50% each.

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
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

See Appendix G for sample calculations of evaluation ratings for administrators in schools.

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

Administrators establish a minimum of two student-learning goals (SLGs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning 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.

	SLG 1	SLG 2	SLG 3 (optional)
School Principal	Non-tested subjects or grades	Broad discretion	
Assistant Principal	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.	
District Administrator	(meets the non-tested grades or subjects requirement)		

Beyond these parameters, administrators have broad discretion in selecting indicators of growth and development (IAGD's) for the SLG's, 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).
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

To create their SLGs, administrators will follow these four steps:

Step 1: Decide on the Student Learning Goals (SLG)

The goals will be broad statements of student learning. Each SLG should reflect high expectations for student learning (at least a year’s worth of growth) and should be aligned to the school and district improvement plans.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will be used to demonstrate whether the goal was met. Each SLG must include at least one indicator. Most SLG's will include multiple indicators.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as special education students or ELL students. Taken together, an SLG’s indicators, if achieved, would provide evidence that the goal was met.

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

- the rationale for the goal, including relevant standards;
- the baseline data that was used to set each IAGD;
- formative assessments the administrator plans to use to gauge students’ progress toward the SLG during the school year; and
- any training or support the administrator thinks would help improve the likelihood of meeting the SLG.

Below are examples of SLG's and their related indicators.

Grade level	SLG	IAGD	Measurement Used
Elementary School	Students will make at least one year’s worth of growth in reading	Among students who stay in my school from September to May, 80% will make at least one year’s growth in their reading skills as measured by vertical scale scores on the science CMTs in tested grades, Blue Ribbon Assessments in Grades 3 – 8, DIBELS and DRP scores	Blue Ribbon Assessment, DIBELS, DRP
Middle School	Students will make at least one year's worth of growth in mathematics	80% of students will make at least one year's growth in mathematics as measured by Blue Ribbon Assessment vertical scale scores	Blue Ribbon Assessment vertical scale scores

The process for selecting indicators and creating SLGs 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 unfold in this way (the description below is for administrators acting in the role of principal and may be altered for other administrators):

- First, the district establishes student-learning priorities for a given school year based on available data. These may be a continuation of multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student-learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLGs for the chosen assessments/indicators.
- The principal shares the SLGs with her/his evaluator, and initiates a conversation designed to ensure that:
 - ◆ The goals are adequately ambitious.
 - ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established goals.
 - ◆ The goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - ◆ The professional resources are appropriate to support the administrator in meeting the performance targets.
- The principal and evaluator collect interim data on the SLGs to inform a mid-year conversation (which is an opportunity to assess progress and, when 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 SLGs and substantially exceeded at least 2 IAGD targets	Met 2 SLGs and the related IAGD targets	Met 1 SLG and made substantial progress on at least 1 other	Did not meet SLGs OR Met 1 SLG and did not make substantial progress on the other

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

		State Test Portion			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Developing	Below Standard	Below Standard

Category #4: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ overall performance ratings according to the Teacher Evaluation Plan – is 5% of an administrator’s evaluation.

Improving teacher effectiveness is central to a principal’s role in driving improved student learning outcomes, and therefore is included in the principal evaluation model.

Exemplary	Proficient	Developing	Below Standard
>90% of teachers have an aggregate summative rating of <i>proficient</i> or <i>exemplary</i>	>70% of teachers have an aggregate summative rating of <i>proficient</i> or <i>exemplary</i>	>50% of teachers have an aggregate summative rating of <i>proficient</i> or <i>exemplary</i>	<50% of teachers have an aggregate summative rating of <i>proficient</i> or <i>exemplary</i>

Administrator Evaluation Process

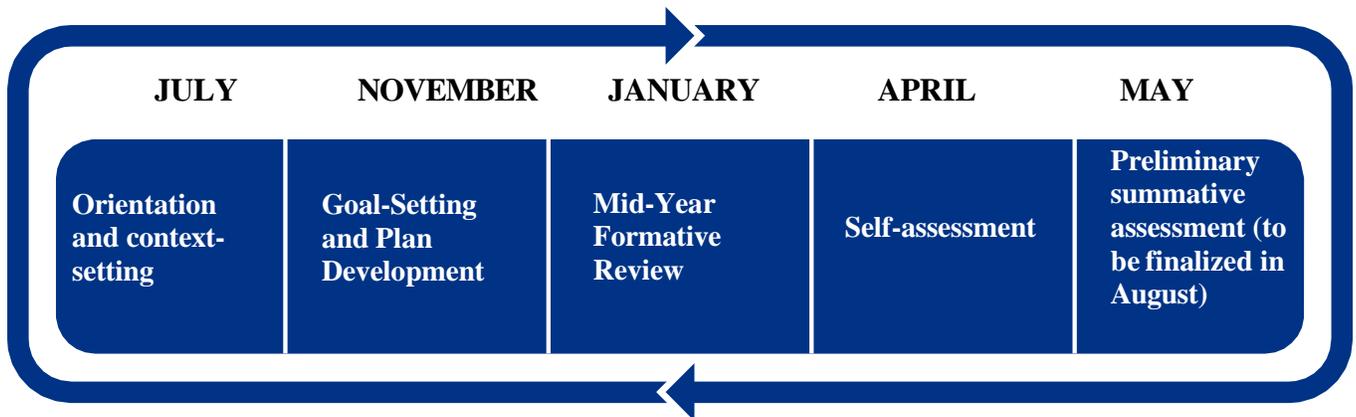
This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. An annual cycle is utilized. Evaluators should ensure that:

1. they prioritize the evaluation process and spend time in schools observing practice and giving feedback; and
2. both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Section II: Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is 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 following year.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION



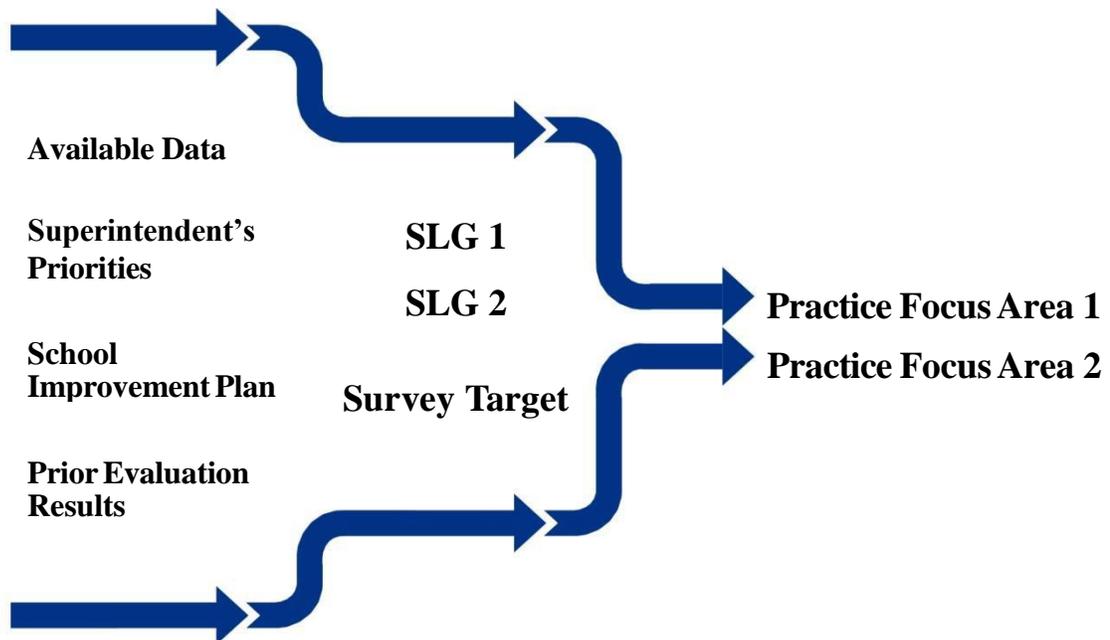
Step 1: Orientation and Context-Setting:

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 and SPI's for subgroups and tested content areas.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student-learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process:

Step 2: Goal-Setting and Plan Development:

Before a school year starts, administrators identify at least two student learning goals 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.



Administrators should start with the outcomes they want to achieve. This includes setting a minimum of two student-learning goals and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice that will help them accomplish their SLGs and survey targets, choosing from among the elements of the Marzano Leadership Evaluation Rubric. While administrators are rated on all five domains, they do not need 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 link between practice and 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 a rating of *proficient* 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 should also discuss the appropriate resources and professional learning needed to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

Appendix H shows a sample goal setting form to be completed by the administrator. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

WRITING A QUALITY EVALUATION PLAN

Questions to consider in assessing whether an administrator's evaluation plan is likely to drive continuous improvement include:

1. Are the goals measurable so the criteria for their achievement are clear?
2. Is there a direct connection from district priorities to the school improvement plan to the evaluation plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

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. At least two observations for each administrator and a minimum of four observations for assistant principals and for any administrator new to their district, school, the profession, or who has received ratings of *developing* or *below standard* must be conducted. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. 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 visits to observe principal practice can vary significantly in length and setting (see box on the next page for some examples). Evaluators' visits should be planned 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. Evaluators should provide timely written and verbal feedback after each visit.

The following sources of evidence may be used to collect information about the administrator's performance in relation to his/her focus areas and goals and other elements Marzano Leadership Model:

- Data systems and reports for Student Information (e.g. SPI, SSPs, Benchmark assessments, SWIS data)
- Artifacts of data analysis and plans for response
- Observations of, or notes from, Teacher Team Meetings (PLCs, department meetings, SRBI meetings)
- Observations of Administrative/Leadership Team Meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community (including newsletters, publications)
- Conversations with staff, students, families, board members
- Instructional rounds
- School Improvement Team meetings
- Staff Meetings
- SRBI meetings
- Review of teachers' SLGs and IAGDs
- Survey data
- Teacher performance annual reviews

Step 4: Mid-Year Formative Review:

By January 30th, a mid-year review of progress should be held 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 goals, as well as any areas of performance related to standards of performance and practice. Administrators should complete and bring the Mid-Year Reflection Form to this conference. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be adjusted at this point.

Step 5: Self-Assessment:

By June 1st, the administrator must complete a self-assessment of his/her practice on all five domains of the Marzano Leadership Model. For each domain the school leader evaluates whether:

- Adjustments were made, new methods were utilized, and all options were explored and he/she empowered others to be effective in this domain.
- Evidence for each element within the domain can be regularly observed in the school leader's practice.
- The elements for the domain are in place however they were not utilized strategically and/or their implementation across the staff was not fully monitored.
- Attempts were made to incorporate practices aligned with each element of the domain, however the task was not fully completed.

The administrator should also review focus areas and evaluate progress to date. The administrator submits this written self-assessment to the evaluator.

Step 6: Summative Review and Rating:

The administrator and evaluator meet before the end of May to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, the evaluator should 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.

The evaluator completes the summative evaluation report, schedules a formal meeting to share it with the principal, and adds it to the principal's personnel file. The administrator may request to add written comments to the report within two weeks of receipt of the report.

Summative ratings and the final summative meeting must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available. The evaluator must provide the adjusted rating to the administrator and submit it to the state no later than September 15. In most cases, 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 prior to June 30th so that they can be used for any employment decisions as needed. The following guidelines should be followed if all data is not available at that time.

- 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 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.

Section III: Summative Administrator Evaluation Rating

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

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

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 achieve a rating of *exemplary* on more than a small number of practice elements.

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

- Meeting the expected score for practice based upon the Marzano scoring rubric (based upon domain weights)
- Meeting or making substantial progress on the goal related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making substantial progress on 2 student learning goals aligned to school and district priorities
- Having more than 70% of teachers proficient on the student growth portion of their evaluation

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

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

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

Determining Summative Ratings

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

(a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

- a) Calculate a Practice score by combining observation of the administrator's Performance and Practice based upon the Marzano School Leadership Evaluation Rubric and the Stakeholder Feedback score.
- b) Calculate an Outcomes score by combining the two student learning measures (state test results and two student learning goals) and teacher effectiveness outcomes.
- c) Calculate the sum of the Teacher Practice Related Indicators score and Student Outcomes Related Indicators score. Use the scoring scale to determine the overall teacher rating.

Each step is illustrated below:

- 1) Calculate an Administrator's Practice Related Indicators rating by combining the observation of administrator performance and practice score and the stakeholder feedback score.

The observation of administrator performance and practice counts for 40% of the total rating and peer feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary.

Sample Administrator Practice Indicators Rating

Category	Score (1 - 4)	Weight
Observation of Administrator's Performance and Practice	2.8	.40
Stakeholder Feedback	3	.10
TOTAL ADMINISTRATOR PRACTICE RELATED INDICATORS POINTS		1.42

- 2) Calculate an Outcomes Related Indicators rating by combining the two student learning measures and the teacher effectiveness outcomes.

The student learning measures count for 45% of the total rating and the teacher

effectiveness outcomes count for 5% of the total rating. Multiply these weights by the category scores to get the focus area points.

Sample Outcome Related Indicators Rating

Category	Score (1 - 4)	Weight	Points (score x weight)
Student Learning Goals and State Test Results	3.5	.45	1.58
Teacher Effectiveness	3	.05	.15
TOTAL OUTCOMES RELATED INDICATORS POINTS			1.73

3) Combine the Practice related Indicators score and Outcomes Related Indicators score.

Sample Overall Summative Administrator Rating

Category	Points
TOTAL PRACTICE RELATED INDICATORS POINTS	1.42
TOTAL OUTCOMES RELATED INDICATORS POINTS	1.73
TOTAL POINTS EARNED (sum of practice and outcomes indicators)	3.15

4) Use the rating table to determine the Summative Administrator rating based upon the total points earned.

Rating Table

Total Summative Rating Points	Summative Rating
1.00-1.75	Below Standard
1.76-2.50	Developing
2.51-3.25	Proficient
3.26-4.00	Exemplary

Support, Training, and Development

As a stand-alone, evaluation cannot hope to improve administrators' practice and hence the quality of teaching and student learning. However, when paired with professional learning opportunities and effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice. All Salem School District Administrators are trained in both Marzano's Causal Model of Teacher Evaluation and Marzano's School Leader Evaluation Model. In addition to this training and calibration, Salem Administrators continue to stay current and calibrated in the Marzano models by attending on-going professional development trainings and by collaborating with our colleagues from Montville, (also trained in the Marzano models).

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. In this plan, every administrator will have two Practice Focus Areas that are co-developed by the administrator and his or her evaluator and serve as the foundation for ongoing professional learning and conversations about the administrator's practice and impact on student outcomes. Every attempt will be made to mutually agree upon focus areas; however the evaluator has the right to determine an administrator's goals. The professional learning opportunities identified for each administrator 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 administrators, which can then be targeted with district-wide professional learning opportunities.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators. Administrators may apply for opportunities which include, but are not limited to: observation of peers; mentoring early-career administrators; acting as leaders for district initiatives; receiving compensation for serving as a trainer; leading professional learning opportunities for their peers; and differentiated career pathways.

Please refer to the Salem School District's Professional Development Handbook (2015-2016) for more information on career development opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as developing or below standard, it signals the need for the evaluator to create an individual supervisory assistance or intensive remediation plan. The plan will be presented to the administrator for review and possible modifications. The administrator has the right to request that an administrative colleague be present.

Plans must:

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

Definition of Effectiveness and Ineffectiveness

Salem School District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A single year of "below standard" may be deemed ineffective. In the Salem plan:

A novice administrator shall generally be deemed effective if said administrator receives at least two sequential "proficient" ratings or higher; he/she must be "proficient" or higher 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. Contracts will not be offered to administrators that do not meet these standards. The superintendent will offer a contract to any administrator he/she deems effective at the end of year four.

A post-tenure administrator shall generally be deemed ineffective if said administrator receives two sequential "developing" ratings or one "below standard" rating at any time. If an administrator's performance is rated as either developing or below standard for any one year, it signals the need for the evaluator to create an individual supervisory assistance or intensive remediation plan. Plans must:

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

Should the administrator fail to show progress, termination may be considered according to Connecticut General Statutes.

Dispute Resolution Process

A panel, composed of the superintendent, the administrator's selected representative and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the superintendent will make the determination regarding that issue acknowledging the disagreement.

Appendices

- Appendix A – Marzano School Leadership Evaluation Model Learning Map
- Appendix B – Marzano School Leader Evaluation Model Annual Evaluation Report
- Appendix C – Connecticut Code of Professional Responsibility
- Appendix D – Sample Stakeholder Survey Questions
- Appendix E – Connecticut's Measure of Academic Learning and Definition of SPI
- Appendix F – Sample Goal-Setting Form
- Appendix G – Sample End of the Year Reflection Form

Domain 1

A Data-Driven Focus On Student Achievement

Element 1:
The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Element 2:
The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Element 3:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Element 4:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Element 5:
The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2

Continuous Improvement of Instruction

Element 1:
The school leader provides a clear vision as to how instruction should be addressed in the school.

Element 2:
The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Element 3:
The school leader is aware of predominant instructional practices throughout the school.

Element 4:
The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Element 5:
The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Domain 3

A Guaranteed and Viable Curriculum

Element 1:
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2:
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3:
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Domain 4

Cooperation and Collaboration

- Element 1:**
The school leader ensures that teachers have opportunities to observe and discuss effective teaching.
- Element 2:**
The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.
- Element 3:**
The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- Element 4:**
The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
- Element 5:**
The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5

School Climate

- Element 1:**
The school administrator is recognized as the leader of the school who continually improves his or her professional practice.
- Element 2:**
The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
- Element 3:**
The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
- Element 4:**
The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.
- Element 5:**
The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
- Element 6:**
The school leader acknowledges the success of the whole school, as well as individuals within the school.

Domain I: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

Sample Evidences for Element 1 of Domain I
<ul style="list-style-type: none"> • Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings • Written goals are established for eliminating the achievement gap for all students • Written goals address the most critical and severe achievement deficiencies • Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal • Scales are in place to chart student and school progress toward meeting the standards • When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities • When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities • When asked, faculty and staff can describe the school-wide achievement goals • When asked, faculty and staff can identify the school’s most critical needs goals

I(2): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.
Applying (3)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers and students have understanding of individual student goals.
Developing (2)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs.
Beginning (1)	The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student.

Sample Evidences for Element 2 of Domain I
<ul style="list-style-type: none"> • Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments • Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain • Students keep data notebooks regarding their individual goals • Student-led conferences focus on the individual student's goals • Parent-teacher conferences focus on the individual student's goals • When asked, teachers can explain the learning goals of their students • When asked, students perceive that their individual goals are academically challenging • When asked, students are aware of their status on the achievement goals specific to them • When asked, parents are aware of their child's achievement goals

I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures that data are available for tracking overall student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for tracking overall student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for tracking overall student achievement.

Sample Evidences for Element 3 of Domain I
<ul style="list-style-type: none"> • Reports, graphs, and charts are available for overall student achievement • Student achievement is examined from the perspective of value-added results • Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) • Reports, graphs, and charts are regularly updated to track growth in student achievement • Achievement data for student subgroups within the school are routinely analyzed • School leadership teams regularly analyze school growth data • Data briefings are conducted at faculty meetings • When asked, faculty and staff can describe the different types of reports available to them • When asked, faculty and staff can explain how data are used to track growth in student achievement

I(4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals.
Developing (2)	The school leader ensures that data are available for individual student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for individual student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for individual student achievement.

Sample Evidences for Element 4 of Domain I
<ul style="list-style-type: none"> • Reports, charts, and graphs are available for individual students depicting their status and growth • Individual student achievement is examined from the perspective of value-added results • Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) • Individual student reports, graphs, and charts are regularly updated to track growth in student achievement • Teachers regularly analyze school growth data for individual students • School leadership teams regularly analyze individual student performance • When asked, individual students and their parents can describe the student’s achievement status and growth • When asked, faculty can describe the different types of individual student reports available to them • When asked, faculty and staff can analyze data of their individual students, including all subgroups

I(5): The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress.
Applying (3)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals.
Developing (2)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.
Beginning (1)	The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.

Sample Evidences for Element 5 of Domain I
<ul style="list-style-type: none"> • Extended school day, week, or year programs are in place • Tutorial programs are in place (during the school day and/or after school) • Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.) • Response to intervention measures is in place • Enrichment programs are in place • Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs • When asked, teachers can explain how interventions in place help individual students met their goals • When asked, student and/or parents can identify interventions in place to meet the student’s goals • When asked, students report their school has programs in place to help them meet their achievement goals

Domain II: Continuous Improvement of Instruction

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale Value	Description
Innovating (4)	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.
Applying (3)	The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.
Developing (2)	The school leader ensures that a school-wide language or model of instruction is in place.
Beginning (1)	The school leader attempts to ensure that a school-wide language or model of instruction is in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.

Sample Evidences for Element 1 of Domain II
<ul style="list-style-type: none"> • A written document articulating the school-wide model of instruction is in place • The school-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction • New initiatives are prioritized and limited in number to support the instructional model • The school-wide language of instruction is used regularly by faculty in their informal conversations • When asked, teachers can describe the major components of the school-wide model of instruction • When asked, teachers can explain how strategies in the instructional framework promote learning for the school’s diverse population

II(2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Applying (3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress AND monitors the extent to which teachers achieve their growth goals.
Developing (2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.
Beginning (1)	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.

Sample Evidences for Element 2 of Domain II
<ul style="list-style-type: none"> • Individual teachers have written pedagogical growth goals • Individual teachers keep track of their progress on their pedagogical growth goals • Evaluation results, growth plans, and interventions for struggling teachers are available • Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress • A system is in place to effectively evaluate and revise the school's new teacher induction program • The school leader has demonstrated a track record of hiring effective teachers • The school leader has a track record of retaining effective teachers • When asked, teachers can describe their progress on their pedagogical growth goals • When asked, teachers can share documented examples of how reflection has improved their instructional practice

II(3): The school leader is aware of predominant instructional practices throughout the school.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Applying (3)	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.
Developing (2)	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.
Beginning (1)	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interact with teachers about the effectiveness of these strategies but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.

Sample Evidences for Element 3 of Domain II
<ul style="list-style-type: none"> • Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school • Forthright feedback is provided to teachers regarding their instructional practices • Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school • Data are available to document the predominant instructional practices in the school • The school leader can describe effective practices and problems of practice • When asked, teachers can describe the predominant instructional practices used in the school

II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Beginning (1)	The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Sample Evidences for Element 4 of Domain II
<ul style="list-style-type: none"> • Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • Data show the school leader provides frequent observations and meaningful feedback to teachers • Ongoing data are available to support that teacher evaluations are consistent with student achievement data • When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

II(5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.
Beginning (1)	The school leader attempts to ensure that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.

Sample Evidences for Element 5 of Domain II
<ul style="list-style-type: none"> • Online professional development courses and resources are available to teachers regarding their instructional growth goals • The school leader tracks teacher participation in professional development activities • Teacher-led professional development is available to teachers regarding their instructional growth goals • Instructional coaching is available to teachers regarding their instructional growth goals • Data are collected linking the effectiveness of professional development to the improvement of teacher practices • Data are available supporting deliberate practice in improving teacher performance • When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

Domain III: A Guaranteed and Viable Curriculum

III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not follow state and district standards.
Applying (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum.
Developing (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Beginning (1)	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.

Sample Evidences for Element 1 of Domain III
<ul style="list-style-type: none"> • Curriculum documents are in place that correlate the written curriculum to state and district standards • Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards • Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum • Information is available examining the extent to which assessments accurately measure the written and taught curriculums • School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments • Evidence is available demonstrating the assessments are accurately measuring the state and district standards • When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s) • When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned

III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale Value	Description
Innovating (4)	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
Applying (3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Beginning (1)	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

Sample Evidences for Element 2 of Domain III
<ul style="list-style-type: none"> • A written list of essential elements is in place • A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements • Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps) • Time available for specific classes and courses meets the state or district specifications for those classes and courses • Data are available to show that students are ready to be contributing members of society and participate in a global community • Data are available to show that students are college and career ready • A plan is in place to monitor that the curriculum is taught in the time available to teachers • When asked, teachers can describe which elements are essential and can be taught in the scheduled time • When asked, students report they have time to learn the essential curriculum

III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
Applying (3)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Developing (2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.
Beginning (1)	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

Sample Evidences for Element 3 of Domain III
<ul style="list-style-type: none"> • Tracking systems are in place that examine each student’s access to the essential elements of the curriculum • Parents are aware of their child’s current access to the essential elements of the curriculum • All students have access to advanced placement or other rigorous courses • All students have a prescribed program of study that documents access to courses • Data are available to show teachers have completed appropriate content area training in their subject area courses • Data are available to verify student achievement in critical content and standards • When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics • When asked, students report they have the opportunity to learn the critical content of the curriculum

Domain IV: Cooperation and Collaboration

IV(1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Scale Value	Description
Innovating (4)	The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.
Applying (3)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy.
Developing (2)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.
Beginning (1)	The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.

Sample Evidences for Element 1 of Domain IV
<ul style="list-style-type: none"> • Teachers have opportunities to engage in instructional rounds • Teachers have opportunities to view and discuss video-based examples of exemplary teaching • Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities) • Teachers have opportunities to interact about effective teaching via technology • Instructional practices are regularly discussed at faculty and department meetings • Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings • Procedures are in place for scheduling teachers to observe and discuss effective instructional practices • Data are available to document that teachers who participate in observational rounds improve their pedagogy • When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth

IV(2): The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Applying (3)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.
Developing (2)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.
Beginning (1)	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.

Sample Evidences for Element 2 of Domain IV
<ul style="list-style-type: none"> • Teachers are advised of the specific types of decisions in which they will have direct input • Data-gathering techniques are in place to collect information from teachers • Notes and reports are in place that describe how teacher input was used when making specific decisions • Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys) • Groups of teachers are selected and utilized to provide input regarding specific decisions • Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects • The school leadership team has critical roles in facilitating school initiatives • Data are available to show input is used by the school leader • When asked, teachers report they feel their input is valued and used by the school leader

IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.
Developing (2)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.
Beginning (1)	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.

Sample Evidences for Element 3 of Domain IV
<ul style="list-style-type: none"> • Professional learning communities (PLCs) are in place and meet regularly • PLCs have written goals • The school leader regularly examines the PLC's progress toward goals • Common assessments are created by PLCs • Student achievement and growth are analyzed by PLCs • Data teams are in place and have written goals • The progress of each data team toward reaching its goals is regularly examined • To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings • When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy • When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices

IV(4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegate responsibilities but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.

Sample Evidences for Element 4 of Domain IV
<ul style="list-style-type: none"> • Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data • The manner in which data are used is made transparent • The school improvement team provides input to the leader regarding the school improvement plan • Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities • Faculty and staff are assisted with career planning and continuing educational opportunities • Teacher leaders and other faculty are empowered to share in the leadership of the school • Potential leaders are identified and guided in career development • The school leader can cite examples of where teacher input has resulted in effective change at the school • The school leader demonstrates ongoing mentoring of teacher leaders • When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school • When asked, teachers can identify examples of when their input has resulted in effective change at the school

IV(5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from students, parents, and community.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from students, parents, and community but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV
<ul style="list-style-type: none"> • Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data • The manner in which these data are used is made transparent • Data are available to show that input from the school’s diverse population is valued and used • An interactive website is provided for students, parents, and community to provide input • Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community • Focus group meetings with students and parents are routinely scheduled • The school leader hosts or speaks at community/business luncheons • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning • When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Domain V: School Climate

V(1): The school leader is recognized as the leader of the school who continually improves his or her professional practice.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Applying (3)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his/her ability to lead.
Developing (2)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices.
Beginning (1)	The school leader attempts to demonstrate leadership skills and engage in activities to improve his/her professional practices but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to demonstrate leadership skills and does not engage in activities to improve his/her professional practices.

Sample Evidences for Element 1 of Domain V
<ul style="list-style-type: none"> • A written annual growth plan is in place to address how the school leader will address strengths and weaknesses • Professional development activities consistent with the leader's growth plan have been identified • Evidence of leadership initiatives is available • Adherence to district and state policies and procedures is evident • The school leader has demonstrated the ability to be a problem solver • The school leader has identified mentors and regularly interacts with them • When asked, faculty and staff identify the school administrator as the leader of the school • When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement • When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement • When asked, faculty and staff generally agree as to the vision provided by the school leader

V(2): The school leader has the trust of the faculty and staff that his/her actions are guided by what is best for all student populations.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he/she performs or is perceived.
Applying (3)	The school leader performs with integrity and in the best interest of all students AND monitors the extent to which faculty and staff perceive him/her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.
Developing (2)	The school leader performs with integrity and in the best interest of all students.
Beginning (1)	The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently.
Not Using (0)	The school leader does not attempt to perform with integrity and in the best interest of all students.

Sample Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> • The school leader is recognized by the school community as one who is willing to “take on tough issues” • The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success • When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn • When asked, faculty and staff describe the school leader as an individual who will follow through with his/her initiatives • When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations • When asked, faculty and staff describe the school leader as one who speaks with candor and “takes on tough issues”

V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.
Applying (3)	The school leader ensures that well-defined routines and procedures that lead to safe and orderly conduct are in place AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.

Sample Evidences for Element 3 of Domain V
<ul style="list-style-type: none"> • Clear and specific rules and procedures are in place for the running of the school • Faculty and staff are provided the means to communicate about the safety of the school • Faculty and staff know emergency management procedures and how to implement them for specific incidents • Evidence of practicing emergency management procedures for specific incidents is available • Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available • When asked, faculty and staff describe the school as a safe and orderly place • When asked, the faculty and staff describe the school leader as highly visible and accessible • When asked, faculty and staff describe the school as a place focused on learning

V(4): The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and community.
Applying (3)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place AND monitors the extent to which students, parents, and community share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well-defined routines and procedures that lead to orderly conduct are in place.

Sample Evidences for Element 4 of Domain V
<ul style="list-style-type: none"> • Clear and specific rules and procedures are in place for the running of the school • Social media is utilized so that students may anonymously report potential incidents • A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system) • Coordination with local law enforcement agencies regarding school safety issues is a routine event • Parents and community are engaged to give input regarding issues of school safety • When asked, parents and students describe the school as a safe place • When asked, parents and students describe the school as an orderly place • When asked, community members perceive the school as safe and orderly • When asked, parents, students, and community members describe the school leader as highly visible and accessible

V(5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale Value	Description
Innovating (4)	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.
Applying (3)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.
Developing (2)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.
Beginning (1)	The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.

Sample Evidences for Element 5 of Domain V
<ul style="list-style-type: none"> • Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses • Detailed budgets are developed, submitted, and implemented • The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds) • Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning) • The school leader manages time effectively to maximize focus on instruction • The school leader appropriately directs the use of technology to improve teaching and learning • Adequate training is provided for the instructional technology teachers are expected to use • When asked, faculty and staff report they have adequate materials to teach effectively • When asked, faculty and staff report they have adequate time to teach effectively

V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meets the unique needs of faculty and staff.
Applying (3)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.
Beginning (1)	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole or the accomplishments of individuals within the school.

Sample Evidences for Element 6 of Domain V
<ul style="list-style-type: none"> • The accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media) • The incremental successes of students and teachers is routinely recognized • The successes of the diverse school community are celebrated • When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated • When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated

Connecticut Code of Professional Responsibility For School Administrators

Regulations of Connecticut State Agencies
Section 10-145d-400b



PREAMBLE

Subsection (a)

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Connecticut State Department of Education



Stefan Pryor
Commissioner

Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

FOR MORE INFORMATION:

- Web: <http://www.ct.gov/sde/cert>
- E-mail: teachercenter@ct.gov
- Phone: (800) 713-6369 (toll-free 4 p.m. Monday, Tuesday, Thursday and Friday)
- Mail: Bureau of Educator Standards and Certification
PO Box 150471, Room 243
Hartford, CT 06115-0471

Applicability of the Code of Professional Responsibility for Administrators to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective administrator candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers, the Code of Professional Responsibility for School Administrators;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching and the Connecticut Content Specific Standards for School Leaders; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Standards for School Leaders
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut Code of Professional Responsibility for School Administrators

Regulations of Connecticut State Agencies Section 10-145d-400b

(b) RESPONSIBILITY TO THE STUDENT

The professional school administrator, in full recognition of obligation to the student, shall:

- (1) Make the well-being of students the fundamental value in all decision making and actions;
- (2) Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
- (3) Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
- (4) 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;
- (5) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (6) Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (7) Assist students in the formulation of positive goals;
- (8) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- (9) Develop within students fundamental critical thinking skills and problem-solving techniques;
- (10) Ensure quality education for all students;
- (11) Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
- (12) Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
- (13) Promote ongoing development and evaluation of curriculum.

(c) RESPONSIBILITY TO THE PROFESSION AND STAFF

The professional school administrator, in full recognition of obligations to the profession, shall:

- (1) Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
- (2) Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
- (3) Encourage student learning through the effective support of all staff engaged in the learning process;
- (4) Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
- (5) Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
- (6) Promote the employment of only qualified, certified educators, and qualified non-certified staff;
- (7) Encourage promising, qualified and competent individuals to enter the education profession; and
- (8) Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

(d) RESPONSIBILITY TO THE COMMUNITY

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

- (1) Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements.

- (2) Obey local, state and national laws;
- (3) Implement the governing board policies and administrative rules and regulations;
- (4) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (5) Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
- (6) Avoid misusing administrative position for personal gain;
- (7) Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
- (8) Promote the principles and ideals of democratic citizenship; and
- (9) Endeavor to secure equal educational opportunities for all children.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

- (1) Respect the dignity of each family, its culture, customs and beliefs;
- (2) Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
- (3) Respond in a timely fashion to families' concerns;
- (4) Consider the family's perspective on issues involving its children;
- (5) Encourage participation of the family in the educational process; and
- (6) Foster open communication among the family staff and administrators.

Student Survey, All Grades

State Model for Administrator Evaluation



Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences at this school.

Please answer honestly. No one at your school will see your answers.

Select one (1) answer for all questions on page one. Fill in the circles like this: ●

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. The adults at this school care about me.	<input type="radio"/>				
2. I feel welcome at my school.	<input type="radio"/>				
3. I am excited to go to school every day.	<input type="radio"/>				
4. I am learning a lot in school this year.	<input type="radio"/>				
5. Students treat adults with respect at school.	<input type="radio"/>				
6. Adults treat students with respect at school.	<input type="radio"/>				
7. Bullying is a problem at my school.	<input type="radio"/>				
8. Adults respond to bullying at this school.	<input type="radio"/>				
9. There is an adult at school I can go to if I have a problem or need help with something.	<input type="radio"/>				
10. My teachers challenge me to do my best.	<input type="radio"/>				
11. I feel safe when I am at school.	<input type="radio"/>				
12. I feel safe when I am coming to school and coming home from school.	<input type="radio"/>				
13. My school is clean and well-maintained.	<input type="radio"/>				
14. The principal knows my name.	<input type="radio"/>				
15. I often see my principal at school.	<input type="radio"/>				
16. The assistant principal knows my name.	<input type="radio"/>				
17. I often see my assistant principal at school.	<input type="radio"/>				
18. Discipline is applied fairly at this school.	<input type="radio"/>				
19. Students of all races, cultures, religions, sexual orientations and genders are treated fairly.	<input type="radio"/>				
20. Students at my school treat each other with respect.	<input type="radio"/>				

Continued on the back

Student Survey

Page 2

- | | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|--|---|---|--|---------------------------------------|-----------------------|
| 21. My parent(s)/guardian(s) know what I am learning at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. At least one adult at school knows me well. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. About how much time <u>in a week</u> do you usually spend doing homework for this class? | | | | | |
| <input type="radio"/> Less than 1 hour | <input type="radio"/> 1 hour | <input type="radio"/> 2 hours | <input type="radio"/> 3-4 hours | <input type="radio"/> 5 or more hours | |
| 24. Are you a boy or a girl? | | | | | |
| <input type="radio"/> Boy | <input type="radio"/> Girl | | | | |
| 25. What was the first language you learned? | | | | | |
| <input type="radio"/> English | <input type="radio"/> Spanish | <input type="radio"/> Another language | | | |
| 26. What is your race or ethnicity? (Pick only one answer, please.) | | | | | |
| <input type="radio"/> White | <input type="radio"/> Black or African American | <input type="radio"/> Asian | <input type="radio"/> Hispanic or Latino | | |
| <input type="radio"/> American Indian or Alaska Native | <input type="radio"/> Native Hawaiian or Other Pacific Islander | <input type="radio"/> Two or More Races/Ethnicities | | | |
| What grade are you in? | | | | | |
| <input type="radio"/> 4 th grade | <input type="radio"/> 5 th Grade | <input type="radio"/> A different grade | | | |

Parent Survey

State Model for Administrator Evaluation



Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences at your child's school.

Please answer honestly. No one at your child's school will see your answers.

Select one (1) answer for all questions on page one. Fill in the circles like this: ●

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My child is learning a lot in school this year.	<input type="radio"/>				
2. Administrators have high expectations for students at this school.	<input type="radio"/>				
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>				
4. This school is a good place to learn.	<input type="radio"/>				
5. I have opportunities for involvement at this school.	<input type="radio"/>				
6. I feel well-informed about what is going on at the school.	<input type="radio"/>				
7. The school is a safe place for my child.	<input type="radio"/>				
8. Bullying is a problem at my child's school.	<input type="radio"/>				
9. My child receives the attention he/she needs in the classroom.	<input type="radio"/>				
10. My child can get the resources he/she needs to be successful.	<input type="radio"/>				
11. The school environment is caring and supportive.	<input type="radio"/>				
12. The principal or assistant principal is available to parents and willing to listen.	<input type="radio"/>				
13. Administrators deals with problems and conflicts fairly.	<input type="radio"/>				
14. Administrators take into account the feedback I give when making decisions.	<input type="radio"/>				
15. I feel welcome at my child's school.	<input type="radio"/>				
16. I feel comfortable discussing my child's needs with teachers and staff.	<input type="radio"/>				
17. The school promotes understanding among students from different backgrounds.	<input type="radio"/>				
18. My child's school provides opportunities for parents to serve as leaders.	<input type="radio"/>				
19. The school clearly communicates its expectations for my child's learning to me.	<input type="radio"/>				

Continued on the back

Parent Survey

Page 2

20. In school, my child's grades are...

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

21. What is your child's gender?

- Male Female

22. What is your child's race or ethnicity? (Pick only one answer, please.)

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

23. What grade is your child in?

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

24. What is your gender?

- Male Female
-

Teacher/Staff Survey

State Model for Administrator Evaluation



Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences at this school.

Please answer honestly. No one at your school will see your answers.

Select one (1) answer for all questions on page one. Fill in the circles like this: ●

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Students treat adults with respect at this school.	<input type="radio"/>				
2. Adults treat students with respect at this school.	<input type="radio"/>				
3. I know what is expected of me at this school.	<input type="radio"/>				
4. At this school, there is honest communication on important school issues.	<input type="radio"/>				
5. School administrators value teacher feedback.	<input type="radio"/>				
6. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.	<input type="radio"/>				
7. School administrators communicate a clear vision for this school.	<input type="radio"/>				
8. This school's discipline program is effective.	<input type="radio"/>				
9. I feel like I am a part of this school's community.	<input type="radio"/>				
10. Parents are given opportunities to be involved at this school.	<input type="radio"/>				
11. I have access to the technology that I need at this school.	<input type="radio"/>				
12. I have access to other resources that I need for my class(es).	<input type="radio"/>				
13. Teachers in this school support each other.	<input type="radio"/>				
14. I feel comfortable going to at least one member of this school's administrative team if I have a problem.	<input type="radio"/>				
15. The principal sets high expectations for students and staff.	<input type="radio"/>				
16. I receive timely feedback on my performance and progress toward goals.	<input type="radio"/>				
17. Staff morale is high at this school.	<input type="radio"/>				
18. I believe students are getting a high-quality education at this school.	<input type="radio"/>				

Continued on the back

Teacher/Staff Survey

Page 2

19. The professional development I received this year provided me with teaching strategies to better meet the needs of my students.
20. Administrators at this school behave in a professional manner.
21. Teachers at this school hold each other accountable for meeting expectations.
22. How many years have you been working in this profession?
 0-2 years 3-5 years 6-9 years 10-15 years 16 years or more
23. How many years have you been working at this school?
 0-2 years 3-5 years 6-9 years 10-15 years 16 years or more
24. Are you a classroom teacher?
 Yes No



School and District Performance Index Computational Guide



File preparation

Information from the following Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT), Modified Assessment System (MAS) and Skills Checklist (SKCK) files is needed to calculate performance indexes for any single year (Y).

- Year Y CMT and CAPT data files
 - These files contain current demographic data and student achievement data
- Year (Y-1) and (Y-2) CMT and CAPT files
 - These files allow for the identification of the students who will be classified in the English language learner (ELL) and the students with disabilities (SWD) flexibility groups
 - As part of the No Child Left Behind Act (NCLB), students who do not belong to the ELL or SWD group in Year Y but who are in the same district during Year (Y-1) or Year (Y-2) and had been members of the ELL or SWD group in either Year (Y-1) or Year (Y-2) are reacquired for those subgroups in Year Y as members of the ELL flexibility group or the SWD flexibility group.
- Year Y MAS and SKCK Files for CMT and CAPT (4 files total)
- Indexes are calculated separately for CAPT and CMT. Indexes for the CMT are calculated across all tested grades in the district or school.

Scale transformation:

Achievement levels in each subject are transformed from the 1 - 5 scale on the standard tests to the 0 - 100 Subject Individual Performance Index (Subject IPI) scale using the following conversion chart:

Achievement Level (CMT / CAPT)	Subject IPI
Goal (4) and Advanced (5)	100
Proficient (3)	67
Basic (2)	33
Below Basic (1)	0

Achievement levels in each tested subject on the MAS and SKCK are transformed from the 1 - 3 scale to the 0 - 100 scale using the following conversion chart:

Achievement Level		Subject IPI
MAS	SKCK	
Goal (3)	Independent (3)	100
Proficient (2)	Proficient (2)	50
Basic (1)	Basic (1)	0

Demographic classifications

There are five accountability demographic subgroup classifications: 1) students with disabilities (SWD), 2) English language learners (ELL), 3) Black students, 4) Hispanic students and 5) students who are eligible for free or reduced price lunch. Of these, SWD and ELL groups continue to have the NCLB flexibility provision with respect to exited students who have been in the district for one or two years. For example, if a student had exited from the ELL group two years prior and is still a student in the same district, then that student's achievement and participation on a test is included among the current ELL students.

In addition to these five subgroups, there is a consideration for members of an amalgam of subgroups that comprise the 'High Needs' group. A student is a member of the High Needs group if that student is a member of any of the following subgroups: students with disabilities, English language learners or students who are eligible for free or reduced price lunch.

Group size

The minimum number of students needed to calculate an index is 20. Index scores will not be calculated for groups and subgroups comprised of fewer than 20 students.

The '3% rule' for MAS and SKCK

This rule was a federal requirement under NCLB which was carried over to be a requirement of approved waiver accountability systems. Whereas this rule was applied to the percentage of students using the MAS and SKCK who could achieve at the 'proficient' level under NCLB, it now applies to the percentage of students who can achieve at the 'goal' level on the MAS and SKCK.

The initial limit is that no more than 3% of students can score at the 'goal' level on the MAS and SKCK combined. The two compensatory limits are 2% for the MAS and 1% for the SKCK. When an overage occurs, the number of tests in excess of 3% on the MAS and SKCK are changed from a Subject IPI of 100 to a Subject IPI of 0 in ascending order of SASID.

The '3% rule' applies to Mathematics and Reading. There is no MAS for Writing or Science. The 1% rule for SKCK is applied for Writing (Communication subtest) and Science on the SKCK.

Each MAS and SKCK test taker is counted toward participation. The achievement scores for each valid SKCK test are counted toward a School Performance Index (SPI), a District Performance Index (DPI) and the Connecticut Performance Index (CPI). The achievement scores for each valid Mathematics and Reading MAS test are counted toward the SPI, DPI and CPI. If a student who participated on MAS took the standard Writing or the standard Science test, they are counted for participation, but because there is not opportunity to take a modified writing or modified science test, the scores on these standard versions of these tests are not counted in the achievement calculation.

Who is initially included?

- SPI: Students who have been in the school since October 1
- DPI: Students who have been in the district since October 1
 - Includes the since-Oct 1 outplaced students
 - Includes the since-Oct 1 Program students

Absent

- Students who are absent from a test are ...
 - Not included in the achievement calculation
 - Included in the participation calculation as non-participants (in the denominator, but not the numerator)

SWD flexibility

Enrollment in Special Education (has an IEP) is an indicator that is collected as part of the testing file. Students currently enrolled as Special Education students and students who had been enrolled as Special Education as indicated on the testing files from either of the two previous years in the same district are included as members of the 'students with disabilities' subgroup.

ELL flexibility

Enrollment as an ELL is an indicator that is collected as part of the testing file. Students currently enrolled as ELL students and students who had been enrolled as ELL students as indicated on the testing files from either of the two previous years in the same district are included as members of the ELL subgroup.

ELL exempt

- ELL exempt students who take the Mathematics test are ...
 - Not included in the achievement calculation in Mathematics
 - Included as part of the participation calculation in Mathematics as participants
 - This exemption is applied to the Reading, Writing, and Science tests

Medically exempt

- Students who are medically exempt for a subject test are ...
 - Not included in an achievement calculation
 - Not included in the participation calculation

Left blank

- 'Left blank' is a designation given by a proctor (i.e., marked on the physical test form) who administers a subject test to a student.
- 'Left blank' subject tests are ...
 - Included in the achievement calculation as 'below basic'
 - Included as participants

Void

- Tests are voided when something unexpected happens. There are very few of these (< 5 a year)
- Students who have a subject test that is voided are ...
 - Not included in the achievement calculation
 - Included in the participation calculation

Non-scorable

- 'Non-scorable' is a designation given by the scoring center professionals about a subject test.
- A valid inference about an achievement level in that subject cannot be made
- 'Non-scorable' subject tests are ...
 - Not included in the achievement calculation
 - Included as participants

Moved out of state

- This is indicated by subject test.
- Students who leave the state are ...
 - Not included in an achievement calculation
 - Not included in the participation calculation

Repeaters

- Students who repeat grades 3 - 8 or 10 are...
 - included the achievement calculation
 - Included in the participation calculation

Re-testers

- Grade 11 or 12 CAPT re-testers are ...
 - Not included in the achievement calculation
 - Not included in the participation calculation

Withdrawn from school

- Grade 10 students who were indicated as 'withdrawn' for the administration of a subject test are ...
 - Not included in the achievement calculation
 - Not included in the participation calculation

Index calculations

A Student Individual Performance Index (Student IPI) is calculated by averaging all of a given student's valid and non-excluded Subject IPIs. Note that a student's IPI may be the average of one, two, three or four tests, depending upon which tests are valid and not excluded.

A School Performance Index (SPI) is calculated by averaging all of a given school's valid and non-excluded Student IPIs.

A District Performance Index (DPI) is calculated by averaging all of a given district's valid and non-excluded Student IPIs. Note that students who are enrolled in 'Programs' or are outplaced are included in a given district's DPI.

Subject-level indexes may also be calculated for schools. A Subject School Performance Index (Subject SPI) is calculated by averaging all valid and non-excluded Student IPIs for a given subject, for a given school (e.g., Mathematics SPI or Reading SPI).

Participation calculation

- Subject participation (of participation-included students) is the ratio of non-absent to total.
- SPI and DPI participation rates (of participation-included students) are the ratio of the number of students with at least one valid test score to total.
- SPI and DPI participation rates are higher than subject participation rates.

Target calculation

The State's ultimate target for schools is 88 SPI points on the 0-100 index scale. This target was established because at this value the majority of students will have performed at the 'goal' level (i.e., IPI of 100).

To determine school-level targets, the CSDE first calculated school-level baselines. Baselines are the mean of 2009-2010, 2010-2011, and 2011-2012 SPIs. In instances where schools did not have three years of data, the CSDE used as much as was available.

Schools with baselines greater than or equal to 88 must maintain an SPI greater than or equal to 88. Schools with baselines less than 88 must progress 1/12th the distance from their baselines to 88 each

year or alternatively stated, they must progress half the distance from their baselines to 88 in six years (2018). For example, if School B's baseline is 76, its distance to 88 is 12 SPI points; therefore, School B's target for 2012-2013 is 77 or a rate of 1 additional SPI point per year.

If a school's baseline is less than 52, its annual target rate exceeds 3 SPI points. Using historical data, the CSDE determined that rates above 3 SPI points per year were very difficult to achieve; consequently, the CSDE caps target rates at 3. For example, if School's C's baseline is 40, its distance to 88 is 48 SPI points. If the target rate cap did not exist, School C's target for 2012-2013 would be 44. Because of the cap, School C's target is actually 43.

Elementary School Administrator

STUDENT LEARNING OBJECTIVE GOAL SETTING FORM FOR ADMINISTRATOR SLOs

<p>Write the SLO below:</p> <p>By June 2014, 85% of both first and second grade students will achieve grade level standard for reading comprehension as measured by performance on the DRA 2.</p>	
<p>Data Analysis</p> <p>How does the SLO address a critical area of growth, a grade or subject not included in state assessment data, or/and a subgroup that has been underperforming at your school.</p> <p>Is the target informed and driven by past performance? Describe.</p>	<p>Reading comprehension is a critical area of student learning and, while this SLO does not measure performance in a tested grade, success in these early years is likely to translate into success in grade 3.</p> <p>In the past three years the average percentage of students in these grades achieving grade level standard is 80%. Furthermore, in the past year, results on reading measures showed that 77% of kindergarten students had grade appropriate retelling skills and 82% of first grader students had met grade standard for reading comprehension.</p>
<p>Alignment</p> <p>Explain how the SLO demonstrates alignment to district priorities.</p> <p>Does the SLO provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</p> <p>Provide a rationale.</p>	<p>Our district and school have reading literacy goals. The Superintendent specifically identified improving literacy as a goal for all of our schools. His strategic plan indicates that 85% of students are expected to be on grade level by the end of this year.</p> <p>By designing this literacy goal to include multiple grades, the focus on comprehension between the levels will become the focus for professional development among teachers at the multiple levels. In addition, team planning and faculty meeting time will be devoted to the alignment of instructional practices and revision of curriculum and materials. Finally, our early student intervention services are targeted on reading comprehension.</p>

Comment [s1]: The target is clearly in line w/ the Superintendent's goal as described below.

Comment [JF2]: The content selected for this SLO is central to students' ultimate success in school.

Comment [JF3]: This is a good strong analysis! trends seen in the data. Were the data disaggregated to determine the needs of specific sub-groups? This might help teachers' differentiation of instruction.

<p>Measures</p> <p>Explain how the measures or assessments help you track progress on the SLO, how they allow you to track benchmarks throughout the year.</p> <p>Explain how the measures allow you to track growth in addition to attainment?</p>	<p>The DRA is administered at least three times during the year. This allows teacher teams to monitor the progress of their students and the impact of their instruction.</p> <p>In addition to the DRA, teachers administer Running Records for all students periodically and at least bi-weekly for fragile readers (weakest 25%).</p> <p>Results from these assessments provide the teachers with a continuous stream of information on students' progress relating to reading comprehension.</p>
<p>Strategies</p> <p>Did the Administrator identify strategies that will support the SLO?</p> <p>Have teachers in appropriate grades and subjects linked their SLOs to the school-wide SLO?</p> <p>Is there a plan in place to monitor and adjust strategies?</p>	<ol style="list-style-type: none"> 1. The principal will facilitate cross grade level meetings prior to the start of the school year so that teachers can examine the data of sending and receiving students and supplement this with additional information on learning styles. 2. Teachers will administer the DRA at least three times during the year at designated intervals. 3. Teachers will monitor fragile learners continuously using Running Records. 4. The principal and literacy coach will coordinate monthly team meetings to review data, discuss current interventions and reorganize groups as required. 5. The literacy coach will provide in-class coaching and demonstration lessons. 6. Teacher will submit a daily schedule that includes the time allotments for readers' workshop, to include guided reading groups, independent reading and peer reading activities. 7. Principal will conduct a minimum of two formal observations of reading in each first and second grade class prior to February 1, 2014. 8. Principal will conduct brief informal observations of reading instruction at least bi-monthly and to include the literacy coach. <p>Primary grade teachers K-3 all write annual goals in the area of reading. The focus on comprehension was a faculty decision based on the need to strengthen this strand in preparation for the CCSS.</p> <p>The on-going meetings with teams, supervisory observations as well as the coaching sessions provide mechanisms for the adjustment of strategies.</p>

Comment [JF4]: This is a good example of us assessments to assist in differentiation of instruction.

Comment [s5]: This SLO clearly employs multiple measures to triangulate students' learn

Comment [JF6]: This is an excellent plan that demonstrates that the administrator is responsible to what is being observed in the classroom. The administrator has a plan in place to respond to student progress using a cohesive team approach.

STUDENT LEARNING OBJECTIVE GOAL SETTING FORM FOR ADMINISTRATOR SLOs

Write the SLO below:

85% of students in grades 6-8 will demonstrate a minimum level of proficiency based on at least two reading comprehension performance assessments when using informational text as measured by the June administration of the district's common subject area assessments in ELA, science and social studies, each of which contains an embedded CCSS reading comprehension section.

Data Analysis

How does the SLO address a critical area of growth, a grade or subject not included in state assessment data, or/and a subgroup that has been underperforming at your school?

Is the target informed and driven by past performance? Describe.

Our trial use last school year of release items (SBAC) indicated that students in all three grade levels in Anthony Middle School experienced poorer performance in reading comprehension when dealing with informational text material (Grade 6: 77% proficient/Grade 7: 75% proficient/Grade 8: 80% proficient on those assessments dealing solely with informational text material) as compared to literary texts. This baseline data indicates that each grade level can attain the overall school SLO goal which makes this an ambitious and attainable goal.

The switch in assessments to SBAC aligned assessments and CCSS instructional standards will require our students to gain greater proficiency in the utilization and understanding of informational texts.

Alignment

Explain how the SLO demonstrates alignment to district priorities.

Does the SLO provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?

Provide a rationale.

As we adopt CCSS, students will need to improve their performance in those areas in which significant instructional shifts are occurring. The district revised curriculum and instructional focus for the current school year with respect to the incorporation of CCSS in both instructional practice as well as assessment design makes this SLO an important priority.

As we transition to CCSS-mandated teaching practices, we will monitor the relative impact of various strategies employed. We hope to identify those which prove to be the most successful to ensure that they are being widely implemented across classrooms. This will enable us to gradually increase our students' performance on this critical reading skill.

Comment [s1]: This is a good example of integrating the use of Common Core State Standards across the curriculum.

Comment [JF2]: What measures were taken to ensure the comparability of test items across the disciplines in terms of difficulty level and format of the assessments?

Comment [JF3]: Provides clear evidence on how the targets were set for this SLO.

Comment [JF4]: This SLO indicates a strong grasp of both of the key components of the CCSS: the revised curriculum and the instructional focus.

Comment [s5]: How will teachers' SLOs support this administrator's SLO? Ideally, the SLOs of teachers in these 3 content areas would be designed to align with the administrator's SLO.

<p>Measures</p> <p>Explain how the measures or assessments help you track progress on the SLO, how they allow you to track benchmarks throughout the year.</p> <p>Explain how the measures allow you to track growth in addition to attainment?</p>	<p>Teachers in each of the three subject areas will administer a quarterly assessment to measure student progress on the CCSS appropriate to the grade level with respect to using informational texts. Appropriate content material will be used as a basis for the assessment and the CCSS material/measures will be part of the content-area quarterly assessments which currently are administered in each content area. The fourth quarter assessment in June will be used to measure student performance with respect to the SLO target. This assessment is aligned to the appropriate grade level CCSS standards.</p>
<p>Strategies</p> <p>Did the Administrator identify strategies that will support the SLO?</p> <p>Have teachers in appropriate grades and subjects linked their SLOs to the school-wide SLO?</p> <p>Is there a plan in place to monitor and adjust strategies?</p>	<p>Teachers in ELA, social studies and science will develop SLO's directly linked to this primary SLO with administrative support. Each subject area has data teams on grade level and those data teams will begin to develop in-class strategies requiring the use of informational text material in concert with the appropriate grade-level CCSS. The principal will meet with each data team to review both immediate and trend data from the administration of the district quarterly subject-area assessments.</p> <p>The principal will utilize the School-wide Data Team (SWDT) to coordinate the work of the nine grade level/subject area instructional teams, particularly with respect to the scheduling/monitoring of formative benchmarks which will be administered each quarter. Formative assessments results in each area will also be reviewed by the SWDT.</p> <p>The published minutes of each grade level/subject area team as well as the results of student progress on formative assessments will be used by the SWDT to suggest adjustments and instructional revisions as needed.</p> <p>The administrative team will utilize classroom observations to monitor and provide feedback in support of teachers' integration of CCSS strategies into daily instruction.</p>

Comment [s6]: This SLO would be strengthened by specifying that the format of the assessments (terms of item types and depth of knowledge) will parallel the SBAC assessments.

Comment [JF7]: This is a clear explanation of how a variety of assessments will be used to progress monitor.

Comment [JF8]: What is the outcome of the data review? How will the findings be used to re-strategies as the year progresses?

Comment [s9]: This will provide clear documentation of progress over time. In addition, this is a good example of how SLOs are integrated into ongoing structures already present in the schools.

END-OF-YEAR SCHOOL LEADER SELF-ASSESSMENT

School Leader Self-Assessment/Reflection
1. Describe the results of your SLGs and provide evidence for each indicator (IAGD).
2. Provide your overall assessment of whether the objective was met.
3. Describe what you did that produced these results.
4. Describe what you have learned and how you will use it going forward.
5. List the professional learning activities you participated in throughout the year.
6. What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?

Student Growth Indicators

Student Growth and Development-SLO#1 and SLO #2 (45%)

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

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Whole School Student Learning Indicators OR Student Feedback (5%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

Indicate your overall progress by rating attainment of the goal.

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Parent Feedback (10%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

Indicate your overall progress by rating attainment of the goal.

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

School Leader Practice and Performance (40%)

Practice and Performance Focus Area

Describe the action steps you took to develop your Focus Area and your growth related to student achievement.