

New London Public Schools

New London, CT

New London Public Schools Teacher Evaluation and Professional Growth Plan

Prepared by: *The Teacher Evaluation, Professional Development
and Curriculum Committee*

Adopted: 08/19/2010
Revised: 08/08/2011
Revised: 08/10/2013
Revised: 05/21/2014
Revised: 07/11/2014
Draft Revision: 04/30/2015
Draft Revision: 05/05/2015
Revised: 06/05/2015
Draft Revision: 03/18/2017
Draft Revision: 03/29/2017
Draft Revision: 05/06/2017
Draft Revision: 05/10/2017
Revised: 08/18/2017

New London Public Schools

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Vision Statement

New London Public Schools, magnet schools of excellence serving the New London region, in collaboration with our families and community partners, will provide a dynamic, rigorous, culturally rich and diverse learning environment for all of our students throughout the region. We will ensure our students' success beyond high school and prepare them to be contributing members of our regional community and economy.

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Legal Basis for the Plan

The New London Public Schools Teacher Evaluation and Professional Growth Plan (TE&PGP) is based on the following:

- Public Act 12-116, *An Act Concerning Educational Reform*, 2012
- Connecticut Guidelines for Education Evaluation, Connecticut State Department of Education, Updated June 2015
- *Connecticut's System for Educator Evaluation and Development*, Connecticut State Department of Education, Revised 2014
- *The Connecticut Common Core of Teaching*, Revised, 2010
- The Connecticut State Department of Education *Guidelines for Teacher Education and Mentoring (TEAM) Program of 2010*
- *Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015*
- *Connecticut Code of Professional Responsibility*, February 2010
- National Board for Professional Teaching Standards, <http://www.nbpts.org/>
- Current research on effective teaching, professional development and evaluation systems

SECTION 1:
**Introduction to Teacher Evaluation and
Professional Growth**

Beliefs and Goals of Teacher Evaluation

(Note: The use of the word teacher throughout this document refers to Classroom Educators and Student and Educator Support Specialists)

New London Public Schools believes that teacher evaluation should be directly linked to student performance outcomes, leading to increased student achievement. Specifically, we believe that:

- All students can learn at high levels and effective instruction will directly impact student achievement.
- Effective instruction should be evident at all times, not just during the “formal” observation process.
- Effective instruction needs to have a common definition. Essential components of this definition are contained in the Common Core of Teaching.
- Effective evaluations impact all facets of teaching and learning.
- Effective evaluations are based on a culture of feedback, with the goal of continuous improvement.
- Effective evaluations are: linked to multiple data sources; not limited to observations, but are linked to multiple data sources; and should include measurable evidence of student learning.
- Effective instruction includes the regular collection, analysis and interpretation of student work which leads to adjustments in instructional practices.
- Effective evaluations include a review of all professional responsibilities, both instructional and non-instructional.
- Effective evaluations may lead to intervention, which are based on clear expectations, and appropriate support.
- Effective evaluations recognize that teachers, like students, must be continual learners. Therefore, effective evaluations must include professional development and other opportunities that support reflection and continued growth.
- Effective evaluations underscore instructional goals which carry out the school and district improvement plans and goals.
- Effective evaluation plans recognize that all school team members are responsible for, and may act as catalysts for, improved student achievement.

The primary goals of teacher evaluations are to:

1. Improve the quality of teachers’ instructional practices, leading to increases in student achievement.
2. Enhance reflective practices of teachers to create a cycle of improvement.

Teacher Evaluation and Design Principles

Purpose and Rationale for the Evaluation System

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

This document outlines the model for the evaluation and development of educators in New London. It is based on the Connecticut Guidelines for Educator Evaluation (developed by a diverse group of educators in June 2012 and revised in each year thereafter.) and on best practice research from around the country. The new Connecticut Guidelines for Educator Evaluation (revised and adopted by the State Board of Education in June 2012) replace those adopted in 1999. The new guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education.

The following principles guided the design of the New London Educator Evaluation System and Development Plan:

➤ **Consider multiple, standards-based measures of performance**

An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive measures of educators' performance. Our model defines four components of educator performance:

- Student learning (45%)
- Educator practice (40%)
- Parent feedback (10%)
- School-wide student learning (5%)

The expectations for teacher practice in New London's TE&PGP are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010). The 10 Research-Based Standards for Evaluation (pages 17 - 27) together with the revised CCT for Effective Teaching Rubric 85-87 are the tools used for observing and assessing teacher practice. The NLPS TE&PG addresses specific aspects of teaching, and creates levels of practice, including: **Below Standard**, **Developing**, **Proficient**, and **Exemplary**. The 10 Research-Based Standards by which teachers are evaluated are defined and described on pages 18-27 of this document. The Revised CCT Rubric for Effective Teaching, Domain 4 is provided in the Appendix A of this document.

➤ **Promote both professional judgment and consistency**

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all the nuances in how educators 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, educators' ratings should depend on their performance, not an evaluator's bias. Accordingly, the NLPS model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

➤ **Foster dialogue about student learning**

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

➤ **Encourage aligned professional development, coaching and feedback to support educator growth**

Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The NLPS TE&PGP promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

Opportunities for career development and professional growth based on performance identified through the evaluation plan will include, but not be limited to: coaching/mentoring of peers, leadership positions, opportunities to become content area experts and learning leaders for the district, etc. Professional growth and career development opportunities will be collaboratively identified and developed together with the teacher, building administrator and district leadership.

➤ **Ensure feasibility of implementation**

Implementation of the NLPS model requires hard work. Throughout the district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.

Evaluation Framework

The evaluation framework consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four components, grouped in two major categories.

Educator Practice and Performance-Related Indicators (50%): An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

- (a) Observation of educator performance and practice (40%) - as defined by the 10 Research-Based Standards and the Revised CCT Rubric for Effective Teaching, Domain 4;
- (b) Parent feedback (10%) on educator practice through surveys based on stakeholder feedback.

1. **Student-Related Outcome Indicators (50%):** An evaluation of educators' contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

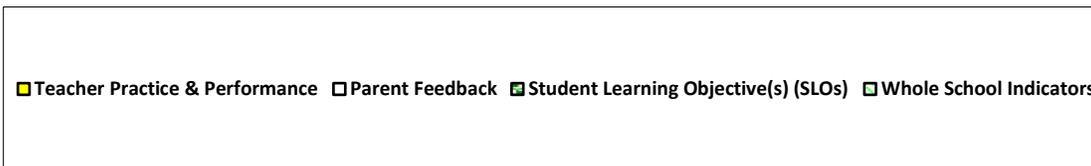
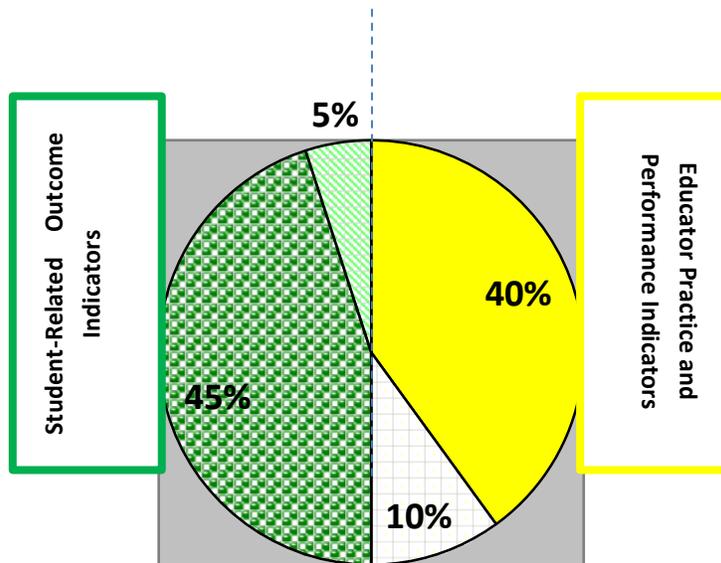
- (a) Student growth and development (45%) as determined by the educator's Student Learning Objective(s) (SLO);
- (b) Whole-school measure of student learning (5%) as determined by aggregate student learning indicators established with the administrator's evaluation rating.

Scores from each of the four components will be combined to produce a final performance rating, which will be rounded to the nearest whole number. The performance levels are defined as:

- ✓ **Exemplary (4)** – Substantially exceeding indicators of performance*
- ✓ **Proficient (3)** – Meeting indicators of performance
- ✓ **Developing (2)** – Meeting some indicators of performance but not others
- ✓ **Below Standard (1)** – Not meeting indicators of performance

***It is important to note that the overall summative rating of Exemplary (4) will be rarely earned and only given to those few teachers who consistently and significantly exceed practice standards. Most teachers will achieve at the Proficient level.**

The following graphic illustrates all indicators and their respective weightings:



Definition of Effective Practice

The district uses an analysis of a pattern of each teacher’s summative rating to determine effective and ineffectiveness practice as follows:

New London Public Schools defines effective practice as having a summative overall performance rating of 3 or higher based on the four areas outlined in the practice and outcome indicators. Conversely, teachers having a summative overall performance rating of 2 or lower (unless they are Year 1 or Year 2 teachers) are determined to be ineffective and placed on a structured support plan as defined in this document (see pages 49 - 51).

To achieve Tenure in New London Public Schools, a teacher would need to achieve a minimum overall rating of 3 for the last two years, prior to achieving Tenure (40 months), and 1 year for educators who have achieved Tenure in another Connecticut district (10 months).

Any teachers who achieve a summative rating of a 2 or lower will be placed in the structured support process at the conclusion of the school year. If an evaluator has significant concerns based on a minimum of two observations with written feedback regarding practice, resulting in ratings of 2 or lower, the evaluator may place the teacher on structured support at any point during the year. Refer to the New London Educators Association contract on this topic.

Beliefs and Goals of Professional Learning

New London Public Schools believes professional learning for teachers is a catalyst for increased student achievement. This belief is founded upon the expectation that the professional learning process incorporates both formal and embedded learning opportunities, providing a cycle of feedback aimed at improving teachers' instructional practices. In addition, this belief recognizes that all children can learn, and that it is the direct responsibility of teachers to help all students achieve at the highest levels.

Our philosophy of professional learning should model our expectations in the classroom- with a focus on adult learning. Therefore, the professional learning opportunities should promote active learning, incorporating collaboration and practice with feedback. Such active learning will build knowledge and skills, while at the same time focus on reflection of practice. To expand teacher thinking about their practice, these opportunities must explore existing knowledge, as well as values and beliefs. It is neither reasonable nor realistic to expect that teachers will learn solely from passive "formal" trainings. Embedded professional growth opportunities (collaboration, coaching, peer and supervisor feedback) need to be provided to ensure a transfer of new skills and thinking to practice.

This philosophy of professional learning includes the conviction that teachers should be able to direct and define their own learning to improve practice. This freedom, however, must be based directly on student achievement. To achieve this, teachers must have a firm understanding of learning standards (i.e., what students should know) and grade level expectations (i.e., what students should be able to do), and content standards.

Finally, while teachers will be held accountable for implementing the new learning into practice, it is the responsibility of the district to provide adequate support and feedback to ensure that implementation is successful. To ensure that teachers receive the support required for this success, principals and all building level administrators need to be included as part of the learning process.

NLPS will analyze teacher evaluation data at the individual, school, and district levels to determine areas of need for professional learning, growth and development.

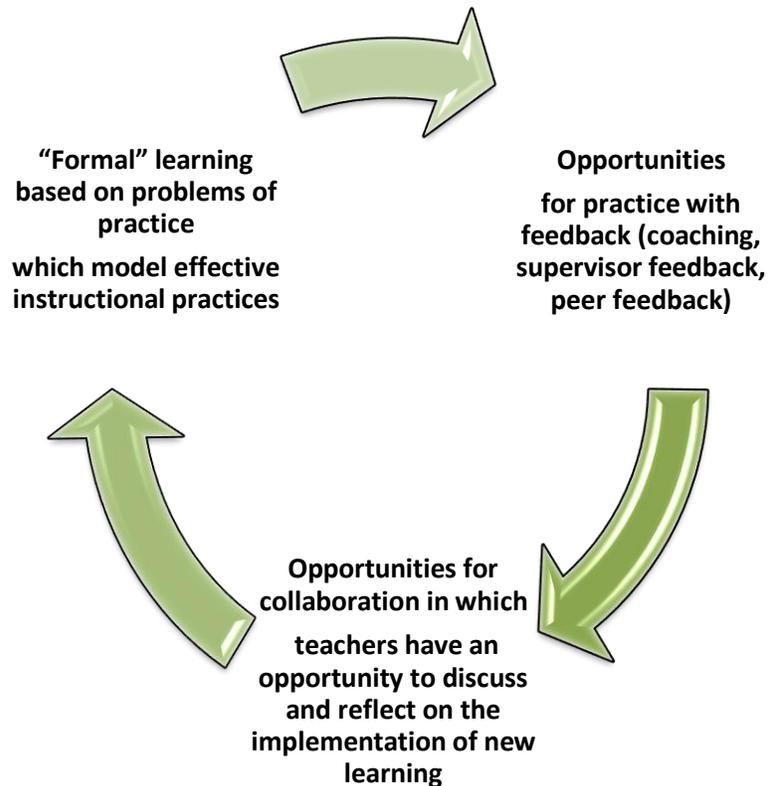
All learning opportunities will be aligned to the specific outcomes of each teacher (or group of teachers) relative to both the practice and performance and student outcome. For example, if a teacher (or group of teachers) SLO includes a Math goal statement then that teacher's professional learning - should observation data indicate the need - would focus on improving the teacher's ability to deliver effective math instruction or deepen the teacher's content knowledge to enhance instruction. All learning opportunities for NLPS teachers will adhere to the example above to connect professional learning to the need of the teacher (based on observation data) that results in improved student achievement.

The primary goals of professional development are to:

1. Improve the quality of teachers' instructional practices, leading to increases in student achievement.
2. Increase teachers' content knowledge and skills.
3. Enhance reflective practices of teachers to create a cycle of improvement.

New London Public Schools - Professional Learning Opportunities

The “delivery” of professional learning to teachers is a critical component of professional learning. In general, the ideal professional development learning cycle would be as follows:



Collaboration

To be effective, collaboration must:

1. Be teacher directed – focused on problems of practice.
2. Use student achievement data to identify patterns of student skill weaknesses.
3. Articulate the standards (what students need to know at a grade level) and grade level expectations (how do we know they know it) in addition to the embedded skills students need to know how to do to complete a task.
4. Develop instructional goals based on the student needs for improvement.
5. Develop common assessments to gauge student progress.
6. Discuss and develop effective teaching practices to address student needs for improvement.

Data Team Meetings provide a protocol for effective collaboration. For learning to be enhanced, content knowledge and skills should be embedded in the data team process, not isolated from practice. This would require coaching from individuals who have the content expertise to work with teachers in the process. The “coaching” would then be extended into the classroom to model effective instruction and provide feedback to teachers on their instruction and/or lesson planning. Dedicated time is a crucial component for effective collaboration.

Professional Learning Communities – District Wide

The purpose of district-wide Professional Learning Communities is to provide content knowledge, and to collaborate on effective instructional practices, curriculum writing and implementation at a grade level. Content skill development is embedded in the process through “content” experts. The results of the collaboration include consistent practice throughout a grade level.

Formal Trainings

Formal trainings should only be used to introduce a concept to staff. The trainings should model expectations for instruction – focused on active learning. Formal training should not be introduced until a plan has been developed to support teachers in the implementation of the new learning, including: (1) coaching, (2) practice with feedback, and (3) formal evaluation.

Coaching

Coaching opportunities should include modeling of effective lessons, lesson planning and providing feedback to teachers on the effectiveness of their lessons. Cognitive coaching techniques are most effective in deepening teachers’ thinking around their practice, resulting in a subsequent change in practice. To be effective, coaches must demonstrate both content expertise and coaching skills.

The Role of the Building Level Administration in Professional Learning Opportunities

For professional development opportunities to be effective, principals and building level administrators must be part of the process (to hold teachers accountable for the learning). They must attend all trainings with teachers to become actively involved in the learning. Since principals have the responsibility for implementing the new learning construct, a common understanding of that construct is crucial to providing feedback and support. Most importantly, principals are expected to hold teachers accountable for implementing changes in their practice, based on new learning, leading to increases in student achievement.

Teacher Induction

New London Public Schools is committed to providing a comprehensive teacher induction program.

The purpose of teacher induction is to:

1. Familiarize the teacher with the Strategic Operating Plan (SOP), School Improvement Plan (SIP), staff handbook, policies and procedures.
2. Introduce the teacher to the New London community.
3. Develop relationships and support mechanisms for new teachers.

New Teacher induction includes any teacher new to New London Public Schools, regardless of certification status. New Teacher Induction for all teachers includes the following:

- Two day summer orientation as a condition of employment.

Teachers will be encouraged to attend:

1. Quarterly district level meetings, to include but not be limited to: Teacher Evaluation, Special Education and 504, English Language Learners, TEAM, etc.
2. Monthly building level meetings to be held by building administration.

Veteran Teachers

For teachers new to New London who have a provisional or professional certificate, an informal advisor will be assigned. Advisors will be assigned by the building principal and their primary role will be to assist teachers in providing them with support for logistical questions, policies and procedures, curriculum questions, etc. Every attempt will be made to assign advisors in the grade level or content area. If for any reason the advisor relationship is not working for either the advisor or teacher, either can request a change.

Beginning Teachers - Teacher Education and Mentoring Program (TEAM)

Teachers who hold an initial educator, interim initial educator or 90-day certificate will participate in TEAM. The purpose of this program is to provide support and professional growth for beginning teachers using a mentor model. TEAM is designed as five modules based on the *Common Core of Teaching* (2010): classroom environment, planning, instruction, assessment and professional responsibility. Mentors and beginning teachers will work together to establish the focus of each module. The development of TEAM professional growth plans for the beginning teacher will be based on an individualized needs assessment. As part of each module, mentors and beginning teachers will focus on classroom practice – within the context of the teacher’s own students, content area being taught, grade level, curriculum requirements, and school and district improvement plans. At the culmination of each module, a written, reflection paper will be submitted by the beginning teacher to a regional review committee to determine if the beginning teacher has successfully completed the module (http://ctteam.org/resources/df/Q&A_Updated_Jan.pdf).

Please note, while there might be overlap, the professional growth plan developed for TEAM is separate from the fall goal setting conference and process. The TEAM plan will in no way be connected to the evaluation process.

Mentors will be provided by the district for all new teachers participating in the TEAM program, no later than September 30th. Every effort will be made to provide mentors within the building and content area. To avoid conflicts of interest, mentors will not be any persons, who in any way evaluate the new teachers.

All mentors will be selected based on overall effectiveness ratings. To be selected as a mentor, the educator needs to have an overall rating of a Proficient (3) or higher. All mentors will receive both initial support training and TEAM training. If for any reason the mentor relationship is not working for either the mentor or new teacher, either can request a change.

SECTION 2:
Educator Practice

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

A core belief of New London Public Schools is that all students can learn at high levels and that effective instruction will directly impact student achievement. Because of this belief, effective instruction should be evident at all times, not just during the “formal” observation process. Therefore, the standards of effective instruction will be looked for in both formal observations and daily practice.

Effective instructional practices include:

1. Standards or components of effective lesson design and delivery, and
2. Evidence that instruction is directly related to the curriculum standards for the grade level and/or content area.

The New London Public Schools utilizes a 4-point rubric to evaluate observation data and measure effective practice related to the Teacher Practice and Performance Framework (40%). The Evaluation Rubric is founded on Ten Research-Based Standards. *The Ten Research-Based Standards* Evaluation Rubric is aligned with the *Connecticut Common Core of Teaching (CCT)*. NLPS will apply Domain 6 of the CCT Rubric for Effective Teaching (teaching staff) as well as Domain 4 of the CCT Rubric for Effective Service Delivery (SESS staff) to measure Professional Responsibilities and Leadership.

The philosophy behind the *CCT* is that teaching requires more than simply demonstrating a certain set of technical skills. It requires command of subject matter and pedagogical skills, combined with caring deeply about students and their successes. Effective teaching also requires:

- A deep commitment to student achievement and the belief that all students should be challenged to achieve,
- A willingness to work in collaboration with colleagues and families to meet the diverse learning needs of all students, and
- A commitment to analysis of one’s teaching and continuous professional development.

The best teachers model a passion for learning and ignite the curiosity of their students. Teachers’ help students develop a sense of who they want to be in the world and find their own passions and directions for future learning.

New London Public Schools has adopted portions of the frameworks developed and adopted by the State Department of Education as a rubric by which teachers will be evaluated. The Rubric covers **Domain 4** of the Revised CCT Rubric for Effective Teaching (2014), which includes:

- ✓ **Domain 4:** Professional Responsibilities and Teacher Leadership (instructional): *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.*

Evaluator Training to Be Deemed Proficient: Every year, professionals who are responsible for evaluating teachers will be trained in evidence-based observation of practice and how to provide specific and actionable feedback. The district will provide on-going calibration among evaluators. Activities will allow teams of evaluators to collaboratively observe lessons, apply the NLPS Evaluation Rubric to collect and align evidence, and generate feedback statements that will lead to improved instructional practices. Training will be facilitated by in-district staff and occur at least two times per year. Successful completion of these professional learning activities will ensure common understanding of effective practice and enhance evaluators’ ability to provide quality feedback to teachers to be deemed proficient. Additional training will be provided so that all evaluators can successfully use the evaluation data platform to document goals, observations, conferences, and summative ratings.

Effective Lesson Delivery – Ten Research-Based Standards

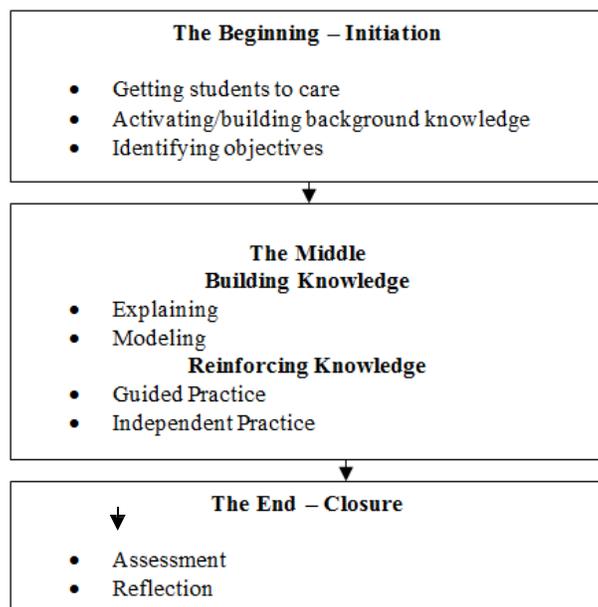
A core belief of New London Public Schools is that the standards for effective instruction should be clearly defined with the expectation that teachers know “what to do” and evaluators know “what to look for.”

The components of an effective lesson, as defined by the Ten Research-Based Standards, include a clear beginning or lesson initiation, a clear middle, and a clear end to a lesson or closure. The Ten Research-Based Standards are aligned to the Common Core of Teaching and include:

1. Lesson Development (*CCT Planning for Active Learning and Instruction for Active Learning*)
2. Initiation (*CCT Planning for Active Learning and Instruction for Active Learning*)
3. Closure (*CCT Instruction for Active Learning*)
4. Positive Learning Environment (*CCT Classroom Environment, Student Engagement and Commitment to Learning*)
5. Appropriate Standards for Behavior (*CCT Classroom Environment, Student Engagement and Commitment to Learning, Planning for Active Learning and Instruction for Active Learning*)
6. Student Engagement (*CCT Classroom Environment, Student Engagement and Commitment to Learning*)
7. Routines and Transitions (*CCT Classroom Environment, Student Engagement and Commitment to Learning, Planning for Active Learning*)
8. Appropriate Questioning (*CCT Planning for Active Learning and Instruction for Active Learning*)
9. Appropriate Lesson Content (*CCT Planning for Active Learning*), and
10. Assessment (*CCT Assessment for Learning*)

To that end, instructional lessons will be evaluated using the Ten Research-Based Standards Observation Rubric. The Rubric will provide the criteria for “what it looks like in practice” for each of the ten standards.

Initiation should take approximately 5 minutes in a 45-minute period or 5-10 minutes in a 90-minute period unless the teacher is introducing a new topic or unit of study.



These components of an effective lesson should be evident all times, not just in the formal observation process.

The Beginning –Initiation

In direct instruction: the purpose of initiation is to make connections to prior learning: (1) help students identify why the learning is important, (2) activate prior knowledge to enhance comprehension of content, and (3) to identify the learning objectives and outcome of learning.

In inquiry-based instruction: Teachers facilitate student thinking and experiences aligned to the lesson objectives.

The Middle

Building Knowledge – Reinforcing Knowledge

After initiation of the lesson, the middle of the lesson should be focused on building and reinforcing knowledge. Regardless of the grade level, most the time should be focused on learning (what students know and do) versus teaching (what the teacher knows and does). The “teaching” or “explaining” portion of the lesson should be limited, and every lesson should contain some demonstration of student learning in the form of student work. After the teacher explains the task or the new learning, the teacher should model (I do) what the students are expected to do. The teacher then should allow time for guided practice (we do) during which students demonstrate their understanding of the task. The last component of the lesson is independent practice (you do), where teachers allow students to demonstrate knowledge or skills independently.

The following table provides an overview and examples of what the middle of the lesson building and reinforcing knowledge should look like:

Component	Definition
EXPLAINING	When the teacher explains the new learning or task.
MODELING	When the teacher demonstrates what to do. “I do.”
GUIDED PRACTICE	When the teacher does the task with the students. “We do.”
INDEPENDENT PRACTICE	When the teacher allows students to complete the task independently. “You do.”

The End of the Lesson or Closure

The purpose of closure is to assess students’ understanding of their new learning, clarify any questions they may have and provide a link to future learning. Closure includes both assessment (what students learn) and reflection on the learning process. Closure should last approximately 10 minutes in a 45-minute period or 5-10 minutes in a 90-minute block.

New London Public Schools Teacher Observation Rubric

NLPS STANDARD 1:				
<i>Lesson Development – Teacher implements effective instruction to maximize learning (The How).</i>				
<i>CCT Rubric: 2a, 3a</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	1.1 Teacher’s communication is ambiguous, wordy and/or tangential.	1.1 Teacher’s communication is inconsistently clear, concise, and focused.	1.1 Teacher’s communication is consistently clear, concise, and focused.	1.1 Teacher communicates clearly and accurately, in a way that anticipates students’ misconceptions.*
	1.2 Teacher <u>does not</u> use vocabulary, academic language, and/or other content literacy strategies that supports the lesson objective or may include errors of vocabulary or incorrect use of academic language.*	1.2 Teacher uses vocabulary, academic language, and/or other content literacy strategies that <u>do not</u> support the lesson objective.*	1.2 Teacher uses vocabulary, academic language, and/or other content literacy strategies that supports the lesson objective.*	1.2 Teacher provides opportunities for students to use vocabulary, academic language, and/or other content literacy strategies that supports the lesson objective.*
	1.3 Teacher over-relies on one component of the gradual release model with no regard for student learning.	1.3 Teacher moves through lesson in a manner that releases responsibility to students too quickly or too slowly.	1.3 Teacher uses gradual release model or components of gradual release, in a manner that responds to student learning.*	1.3 Teacher uses gradual release model or components of gradual release, in a manner that responds to student learning AND provides opportunities for students to self-regulate their learning.*
	1.4 Teacher <u>does not</u> present instructional content in a logical and purposeful progression	1.4 Teacher presents instructional content in a progression that results in student misunderstanding(s).	1.4 Teacher presents instructional content in a logical and purposeful progression that results in students meeting the lesson objective.	1.4 Teacher provides opportunity for students to develop the logical and purposeful progression that results in students meeting the lesson objective.

NLPS STANDARD 2:

Initiation – Teacher engages the students, activates prior knowledge, and facilitates learning toward objectives.

CCT Rubric: 3a & 3c	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<p><i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i></p>	<p>2.1 Teacher does not use a “hook” to focus learner.</p>	<p>2.1 Teacher uses a “hook” unrelated to the lesson objective (i.e., concrete object, real-life example, text or graphic, etc.) to focus learners.</p>	<p>2.1 Teacher uses a “hook” related to the lesson objective (i.e., concrete object, real-life example, technology, etc.) to focus learners.</p>	<p>2.1 Teacher uses an <u>interactive</u> “hook” related to the lesson objective (e.g., student share real-life example, polling software, whiteboards, role-play, etc.) to focus learners that requires students to respond.</p>
	<p>2.2a During <u>direct instruction</u>, teacher does not communicate the objective.</p> <p>OR</p>	<p>2.2a During <u>direct instruction</u>, teacher communicates objective, orally or in writing, in grade-appropriate terms.</p> <p>OR</p>	<p>2.2a During <u>direct instruction</u>, teacher communicates objective, both orally and in writing, in grade-appropriate terms AND teacher checks for understanding of expected outcomes as it relates to lesson objective.</p> <p>OR</p>	<p>2.2a During <u>direct instruction</u>, teacher communicates objective, both orally and in writing, in grade-appropriate terms AND engages students in discourse about how the lesson objective relates to unit goals.</p> <p>OR</p>
	<p>2.2b During inquiry-based instruction, teacher <u>does not use</u> an “inquiry starter.”</p>	<p>2.2b During <u>inquiry-based instruction</u>, teacher facilitates student thinking and experiences that are <u>not aligned</u> to the lesson’s objective, including the use of an “inquiry starter.”</p>	<p>2.2b During <u>inquiry-based instruction</u>, teacher facilitates student thinking and experiences aligned to the lesson’s objective, including the use of an “inquiry starter,” resulting in co-constructed questions to guide the investigation.</p>	<p>2.2b During <u>inquiry-based instruction</u>, teacher facilitates student thinking and experiences aligned to the lesson’s objective, including the use of an “inquiry starter,” resulting in students generating essential questions to guide the investigation.</p>
	<p>2.3 Teacher does not reference prior learning.</p>	<p>2.3 Teacher does not connect lesson objective to prior learning.</p>	<p>2.3 Teacher connects lesson objective to prior learning.*</p>	<p>2.3 Teacher provides opportunities for students to connect lesson objective to prior learning.*</p>

	2.4 Teacher does not reference students' background knowledge.	2.4 Teacher does not connect students' background knowledge to lesson objective.	2.4 Teacher connects students' background knowledge to lesson objective.*	2.4 Teacher provides opportunities for students to connect students' background knowledge to lesson objective.*
	2.5 Teacher does not communicate "real-life" application or importance of knowledge/skills.	2.5 Teacher communicates "real-life" application OR importance of knowledge/skills, but not as it relates to the lesson objective.	2.5 Teacher communicates "real-life" application or importance of knowledge/skills as they relate to the lesson objective.	2.5 Teacher provides opportunities for students to share "real-life" application or importance of knowledge/skills as they relate to the lesson objective.

NLPS STANDARD 3:

Closure – Teacher facilitates students' reflection of the lesson and assesses learning.

	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning	3.1 Teacher provides <u>no</u> opportunity for students to demonstrate their learning.	3.1 Teacher provides <u>an</u> opportunity for students to demonstrate their learning.	3.1 Teacher provides an opportunity for students to demonstrate their progress toward or achievement of the lesson objective (e.g. independent/group work, short assessment – verbal or written, exit slip, etc.).	3.1 Teacher provides an opportunity for students to demonstrate their progress toward or achievement of the lesson objective (e.g. independent/group work, short assessment – verbal or written, exit slip, etc.) AND provides opportunities for students to self-regulate/self-assess.*
	3.2 Teacher makes no connection of how the lesson relates to lesson objective and future learning.	3.2 Teacher makes a connection to future learning or to the lesson objective.	3.2 Teacher communicates how students will use the knowledge or skill derived from the lesson objective in future lessons and across content areas.	3.2 Teacher provides opportunities for students to communicate how they anticipate they will use the knowledge or skill derived from the lesson objective within the unit goals.

NLPS STANDARD 4:

Positive Learning Environment - Teacher creates a positive learning environment that is responsive to and respectful of the learning needs of all students (Physical Environment, Rapport, and Communicate Expectations for Academic Achievement).

CCT Rubric: 1a, 2a, 3a, 3b, 3c	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
	4.1 Teacher does not use positive reinforcement.	4.1 Teacher uses positive reinforcement (feedback and praise) that does not support academic and behavioral expectations.	4.1 Teacher uses positive reinforcement (feedback and praise) that supports academic and behavioral expectations.	4.1 Teacher appropriately uses positive reinforcement (feedback and praise) that supports academic and behavioral expectations AND provides opportunities for students to positively reinforce peers.
	4.2 Teacher body language is negative (does not smile, eye-rolling, lack of proximity, remain in one spot during the lesson, lack of eye contact, etc.) throughout the lesson.	4.2 Teacher body language is neutral throughout the lesson.	4.2 Teacher uses positive body language (smiling, proximity, greeting students at the door, etc.) throughout the lesson.	4.2 Teacher use of positive body language (smiling, proximity, etc.) and reinforces students' use of positive body language throughout the lesson.
	4.3 Teacher does not use student names.	4.3 Teacher inaccurately uses student names or refers to some students by name and not others.	4.3 Teacher knows/uses student names.	4.3 Teacher knows/uses student names and reinforces students' use of peer's names.
	4.4 Teacher does not take into account student differences to facilitate student learning resulting in an environment that benefits some and puts others at a disadvantage.	4.4 Teacher does not take into account student differences to facilitate student learning.	4.4 Teacher utilizes knowledge of student differences to facilitate student learning.	4.4 Teacher utilizes knowledge of student differences to facilitate student learning AND provides opportunities for students to support their peers.

	4.5 Teacher uses sarcasm or other language or action that demeans students throughout the lesson.	4.5 Teacher uses sarcasm or other language or action that demeans students in one instance.	4.5 Teacher does not use sarcasm or other language or action that demeans students.	4.5 Teacher does not use sarcasm or other language or action that demeans students AND addresses instances when students use demeaning language as needed.
	4.6 The room is disorganized and the arrangement does not support student learning.	4.6 The room is disorganized without disrupting student learning.	4.6 The room is organized and the arrangement supports student learning.	4.6 The room is organized and the arrangement supports student learning AND supports collaborative learning.

NLPS STANDARD 5:

Appropriate Standards for Behavior – Teacher promotes developmentally appropriate standards of behavior that supports a productive learning environment for all students.

<i>CCT Rubric: 1c</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
	5.1 Behavioral expectations of students' behavior are not communicated.	5.1 Behavioral expectations are not communicated clearly.	5.1 Behavioral expectations are clearly and positively communicated.	5.1 Teacher and students are able to clearly and positively state expectations of behavior.
	5.2 No evidence of behavioral expectations being explicitly taught and re-taught.	5.2 Behavioral expectations are unclear or no attempt is made to re-teach behavioral expectations when appropriate.	5.2 Behavioral expectations are explicitly taught or re-taught, modeled and consistently reinforced.	5.2 Students follow a majority of behavioral expectations unprompted and/or students prompt each other to follow expectations successfully AND when appropriate, behavioral expectations are explicitly taught and re-taught until they become routine.

	5.3 Misbehaviors are not addressed or misbehaviors are addressed but are not responsive to individual student needs and lack respect of students' dignity.	5.3 Misbehaviors are addressed inconsistently and/or in a way that is not responsive to individual student needs and lack respect of students' dignity.	5.3 Misbehaviors are explicitly and consistently addressed in a way that is responsive to individual student needs and respect students' dignity.	5.3 Misbehaviors are explicitly and consistently addressed in a way that is responsive to individual student needs and respect students' dignity AND teacher provides opportunities for students to redirect each other respectfully.
	5.4 Teacher does not manage disruptive behaviors resulting in a significant loss of instructional time.	5.4 Teacher attempts to manage classroom interactions but disruptive behaviors interfere with student learning.	5.4 Teacher manages classroom interactions to ensure that disruptive behaviors and interference with student learning is at a minimum.	5.4 Teacher anticipates and manages classroom interactions with non-verbal cues and minimal teacher talk that results in no loss of instructional time.

NLPS STANDARD 6:				
<i>Student Engagement – Teacher delivers a lesson to engage students.</i>				
<i>CCT Rubric: 1a, 2b, 3c</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	6.1 Teacher <u>does not</u> attempt to engage a majority of students throughout the lesson.	6.1 Teacher attempts to engage <u>a majority of students</u> , employing a range of strategies to ensure varied types of participation throughout the lesson.	6.1 Teacher attempts to engage <u>all students</u> , employing a range of strategies to ensure varied types of participation throughout the lesson.*	6.1 Teacher attempts to engage <u>all students</u> , employing a range of strategies to ensure varied types of participation throughout the lesson AND provides opportunities for students to successfully engage each other.*
	6.2 Teacher <u>does not</u> monitor and adjust instruction to engage and reengage students in the lesson.	6.2 Teacher monitors but <u>does not adjust</u> instruction to engage and reengage students in the lesson.	6.2 Teacher monitors and adjusts instruction to engage and reengage students in the lesson.*	6.2 Teacher monitors and adjusts instruction to engage and reengage students in the lesson AND provides opportunities for students to engage and/or reengage each other.*

NLPS STANDARD 7:***Routines and Transitions – Teacher establishes routines and transitions to effectively maximize learning.***

<i>CCT Rubric: 1c</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
	7.1 No evidence of procedures being explicitly taught and re-taught.	7.1 Procedures are unclear or no attempt is made to re-teach procedures when appropriate.	7.1 Procedures are explicitly taught and re-taught, when appropriate, until they become routine.	7.1 Students follow a majority of procedures unprompted and/or students prompt each other to follow procedures successfully AND when appropriate, procedures are explicitly taught and re-taught until they become routine.
	7.2 Transitions result in significant loss of instructional time.	7.2 Transitions result in minimal loss of instructional time.	7.2 Transitions maximize instructional time.	7.2 Transitions maximize and contribute to instruction.

NLPS STANDARD 8:***Appropriate Questioning Strategies – Teacher applies questioning strategies to cognitively engage students in constructing new learning.***

<i>CCT Rubric: 2b, 3b</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	8.1 Teacher asks recall questions exclusively.	8.1 Teacher <u>does not</u> use a variety of questions (e.g. Blooms Taxonomy, Webb's Depth of Knowledge) to help students construct new learning.	8.1 Teacher uses a variety of questions (e.g. Blooms Taxonomy, Webb's Depth of Knowledge) to help students construct new meaning.	8.1 Teacher uses a variety of questions (e.g. Blooms Taxonomy, Webb's Depth of Knowledge) to help students construct new learning AND provides opportunities for students to ask questions of teacher and/or peers that promote thinking at various levels of thought.*

	8.2 Teacher <u>does not</u> adjust questions based on student responses to clarify or deepen students understanding of concept or skill.	8.2 Teacher adjusts questions based on student responses but <u>does not</u> clarify or deepen students understanding of concept or skill.	8.2 Teacher adjusts questions based on student responses to clarify or deepen students understanding of concept or skill.*	8.2 Teacher adjusts questions based on student responses to clarify or deepen students understanding of concept or skill AND provides opportunities for student discourse that leads to clarity or deeper understanding.*
	8.3 Teacher <u>does not</u> ask questions or uses only one type of questioning technique (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that elicits student responses.	8.3 Teacher uses <u>two or fewer</u> questioning techniques (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that provide opportunities for students to answer questions and construct new meaning.	8.3 Teacher uses a variety of questioning techniques (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that provide opportunities for students to answer questions and construct new meaning.	8.3 Teacher uses a variety of questioning techniques (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that provide opportunities for ALL students to answer questions and construct new meaning.

NLPS STANDARD 9:

Appropriate Lesson Content – Teacher selects and delivers accurate, developmentally appropriate, standards-based content during instruction. (The What).

CCT Rubric: 2a, 3a *Aligned to Connecticut SEED,	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
	9.1 Teacher presents inaccurate content that is central to the lesson objective.	9.1 Teacher presents content that is inaccurate.	9.1 Teacher presents content that is accurate.*	9.1 Teacher presents content that is accurate and highlights common misunderstandings and misconceptions of content.*

<i>Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	9.2 Teacher does not set objective (know and be able to do) or sets objective that is not aligned with Connecticut State Standards.	9.2 Teacher sets objective that is aligned to the Connecticut State Standards but is at a level of challenge that is too hard or too easy to advance the learning of all students.	9.2 Teacher sets objective that is aligned to the Connecticut State standards and is at an appropriate level of challenge to advance the learning of all students.	9.2 Teacher sets objective that is aligned to the Connecticut State Standards, at an appropriate level of challenge to advance the learning of all students AND provides opportunities for students to extend learning beyond the objective.
	9.3 Lesson materials and activities are not aligned with the Connecticut State Standards for the grade level and lesson objective.	9.3 Lesson materials or activities are not aligned with the Connecticut State Standards for the grade level and lesson objective.	9.3 Lesson materials and activities are aligned with the Connecticut State Standards for the grade level and lesson objective.*	9.3 Lesson materials and activities are aligned with the Connecticut State Standards for the grade level and lesson objective AND provides choices for students.*
	9.4 Teacher's lesson design does not provide any opportunity for cognitive engagement.	9.4 Teacher's lesson design provides minimal opportunities for students to develop critical, creative thinking, problem-solving, and decision-making skills.	9.4 Teacher lesson promotes the development of critical, creative thinking, problem-solving and decision-making skills and deeper understanding of concepts.*	9.4 Teacher lesson promotes the development of critical, creative thinking, problem-solving, and decision-making skills AND provides opportunities for students to apply and/or extend learning to other situations.*

NLPS STANDARD 10:				
<i>Assessment - .Teacher adjusts instruction as necessary in response to individual and group performance.</i>				
<i>CCT Rubric: 3c</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 –</i>	10.1 No evidence that teacher uses explicit data (test, quizzes, writing samples, etc.) or implicit data (questioning, non-verbal cues etc.) to gauge the progress of students and monitor understanding.	10.1 Teacher uses <u>only</u> implicit data (questioning, non-verbal cues etc.) to gauge the progress of students and monitor understanding.	10.1 Teacher uses explicit data (test, quizzes, writing samples, skill demonstration etc.) and implicit data (questioning, non-verbal cues etc.) to gauge the progress of students and monitor understanding.*	10.1 Teacher uses explicit data (test, quizzes, writing samples, skill demonstration etc.) and implicit data (questioning, non-verbal cues etc.) to gauge the progress of ALL students and monitor understanding, including students' use of explicit and implicit data to monitor their own progress.*

<i>Planning for Active Learning</i>	10.2 Teacher does not provide feedback to extend learning (either orally or in writing) during the lesson.	10.2 Teacher provides feedback (either orally or in writing) that is not targeted for growth.	10.2 Teacher provides feedback to extend learning (either orally or in writing) targeting areas for growth.*	10.2 Teacher provides feedback to extend learning (either orally or in writing) targeting areas for growth AND provides opportunities for students to self-assess or share feedback with peers.*
	10.3 Teacher does not use students' errors, comments or misunderstandings as an opportunity to clarify materials, assignments, and/or instruction.	10.3 Teacher <u>missed more than one opportunity</u> to use students' errors, comments or misunderstandings as an opportunity to clarify materials, assignments, and/or instruction.	10.3 Teacher uses students' errors, comments or misunderstandings as an opportunity to clarify materials, assignments, and/or instruction.*	10.3 Teacher <u>anticipates</u> and uses students' errors, comments or misunderstandings to clarify materials, assignments, and/or instruction.*
	10.4 Teacher does not articulate expectations and criteria for assessment.	10.4 Teacher is <u>unclear</u> when articulating expectations and criteria for assessment.	10.4 Teacher articulates expectations and criteria for assessment in a clear manner.	10.4 Teacher uses multiple modes (e.g. use of exemplar samples, student created rubrics, example/non-example, etc.) to articulate expectations and criteria for assessment in a clear manner, including an opportunity for students to restate expectations.*

Professional Standards – Student and Educator Support Specialists (SESS)

All educators, according to Section 51-56 of Public Act 12-116, must adhere to the new guidelines for Educator Evaluation. There are inherent challenges faced by districts evaluating educators who teach in non-tested grades and subject. These professionals typically serve a “caseload” of students, staff and/or families.

A core belief of New London Public Schools is that there should be a separate set of criteria and standards to evaluate the effectiveness of School Psychologists, School Counselors, Speech and Language Pathologists, and School Social Workers. The rubric used for the Practice and Performance (40%) of SESS staff is found on pages 29 – 40 of this document.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.¹					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for learner diversity²	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
	High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means 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.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
	Promoting social and emotional competence³	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies ⁴ and take responsibility for their actions.

3. Social competence is 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, and Rhee, 2000).

4. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁵					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.

5. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning

<i>Service providers design⁶ academic, social/behavioral, therapeutic, crisis or consultative plans⁷ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Standards alignment	Designs plans that are misaligned with relevant Connecticut content standards ⁸ or discipline-specific state and national guidelines.	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data ⁹ to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to develop their own objectives.

6. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.

7. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and/or individual learners.

8. Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).

9. Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

<i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2b: Developing plans to actively engage learners in service delivery.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
	Resources¹⁰ and flexible groupings¹¹ and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.

10. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, 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.

11. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

<i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2c: Selecting appropriate assessment strategies¹² to identify and plan learning targets.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
	Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
	Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

12. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing service delivery¹³ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Purpose of service delivery	Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
	Precision of service delivery	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
	Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
	Level of challenge	Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.

13. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3b: Leading student/adult learners 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 <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Uses tasks and questions that do not engage learners in purposeful learning.	Uses tasks or questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
	Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction, and choice of available resources or flexible groupings.
	Learner responsibility and independence	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3c: Assessing learning, providing feedback¹⁴ and adjusting service delivery.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.
	Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.
	Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery¹⁵	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.

14. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

15. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership

<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Self-evaluation/ reflection	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
	Professional learning	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.

Domain 4: Professional Responsibilities and Leadership

<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.
	Ethical conduct	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.
	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.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, 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.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for 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/adult learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
	Stakeholder¹⁶ engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.
	Culturally responsive communications¹⁷ with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.

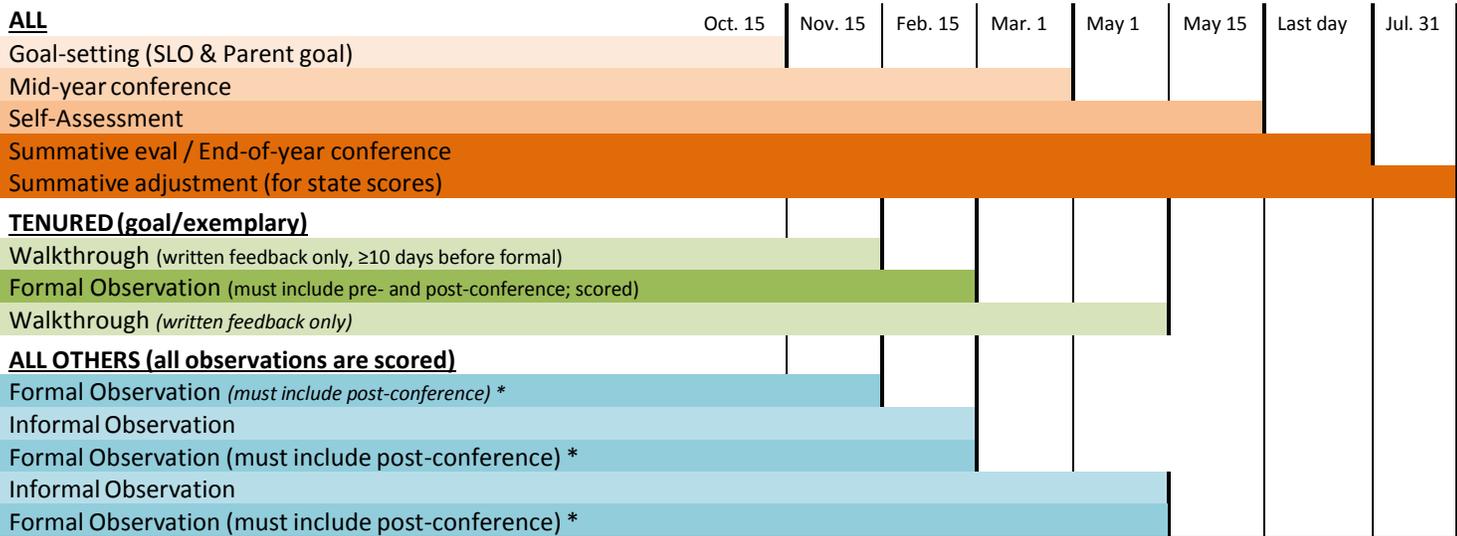
16. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

17. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

SECTION 3:
Teacher Evaluation

Teacher Evaluation Overview (Tenured and Non-Tenured)

Teacher Evaluation Overview		
	Tenured (Goal or Exemplary)	All Non-Tenured and Tenured (Developing or Below Standard)
Goal Setting Conference	September 30 th <u>but no later than</u> October 15 th Each educator will write one Student Learning Outcome. At the discretion of the teacher, he or she may <u>choose</u> to write an additional SLO. (Note: <i>The NLPS TE&PGP requires 1 SLO w/ multiple IAGDs.</i>) SLO(s) must be mutually agreed upon by the evaluator and the teacher. Minimum of 1 Parent Feedback Goal Formal submission to your evaluator using the accepted NLPS platform	September 30 th <u>but no later than</u> October 15 th Each educator will write one Student Learning Outcome. At the discretion of the teacher, he or she may <u>choose</u> to write an additional SLO. (Note: <i>The NLPS TE&PGP requires 1 SLO w/ multiple IAGDs.</i>) SLO(s) must be mutually agreed upon by the evaluator and the teacher. Minimum of 1 Parent Feedback Goal Formal submission to your evaluator using the accepted NLPS platform
Mid-Year Check-in	By March 1 st	By March 1 st
Number and Dates for Observations	At Least 2 Walkthroughs (unscored), the first of which must occur by November 15. At least 1 Formal Observation completed by February 15 (includes a pre- and post-conference). This observation will take place no sooner than 10 school days after the initial walkthrough written feedback is provided. Minimum 1 Review of Practice (Professionalism)	At least two Informal (scored) Observations 1 by February 15 1 by May 1 At least 3 Formal Observations with written feedback. At least 2 of the full-length observations include a pre-conference and all include a post-conference. 1 by November 15 1 by February 15 1 by May 1 Professionalism
Self-Assessment	By May 15 th	By May 15 th
Summative Evaluation	By last teacher work day for school year.	By last teacher work day for school year.
Summative - Adjustment	By July 31 st	By July 31 st



* 2 of 3 observations include a pre-conference for tenured teachers at developing or below

Additional Guidance for *Tenured Proficient and Exemplary Teachers Only*

This will apply to all tenured teachers performing at the Proficient or Exemplary level on an annual basis (no rotation).

Walkthroughs will not be evaluative or used to determine the teacher's summative rating. Informal walkthroughs must include written feedback (unscored) within 5 school days following completion of the walkthrough and are intended to inform coaching to improve instruction.

1 Review of Practice (Professionalism) measured by the Revised CCT for Effective Teaching Rubric, Domain 4 (e.g., observation of data team meetings, observations of coaching/mentoring other teachers, or other teaching artifacts)

Additional in-class formal observations occur when:

Teachers performing at proficient or exemplary whose formal in-class observation reveals a score of 2.4 or below will receive two subsequent formal in-class observations to gather at least 3 pieces of evidence to complete the research-based standards Evaluation Rubric.

Educator Evaluation Process

The annual evaluation process between an educator 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 for the evaluation process, provide comprehensive feedback to each educator on his/her performance, set professional development goals and identify professional development opportunities. These conversations are collaborative and require reflection and preparation by both the educator and the evaluator to be productive and meaningful.



Goal-Setting and Planning (Timeline and Process)

Timeframe: Target deadline is September 30th; but no later than October 15th

1. Orientation Process – To begin the process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will:
 - discuss any school or district priorities that should be reflected in educator practice goals and student learning objectives; and
 - set time aside for the types of collaboration required by the evaluation process.
2. Educator Reflection and Goal-Setting – The educator examines:
 - 1) student data,
 - 2) prior year evaluation,
 - 3) survey results; and
 - 4) the rubrics used to evaluate the teacher's performance

This information is used by the teacher to:

- (a) Write one required Student Learning Outcome (SLO) and (b) Write one parent feedback goal, by October 15th

The teacher will work towards and monitor progress toward achievement of these goals throughout the school year. The educator may collaborate in grade-level or content area teams to support the goal-setting process.

Note: At the discretion of the teacher, he or she may choose to write an additional SLO. SLOs must be finalized on or before October 15th.

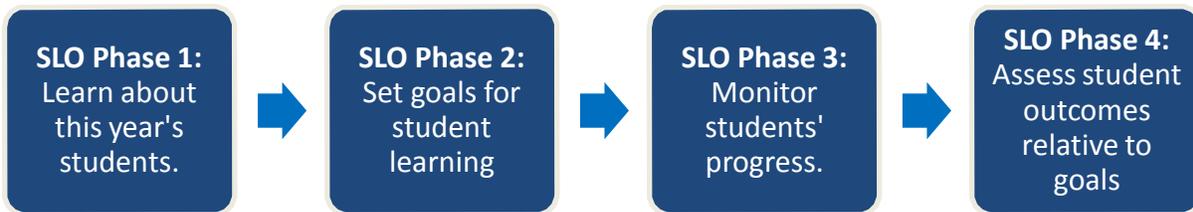
- 3. Goal-Setting Conference - The educator and evaluator meet to:
 - discuss and reach mutual agreement regarding the educator’s proposed goals and objectives; and
 - determine the evidence that will be collected to support the goals and objectives.

The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Overview of Student Learning Objectives

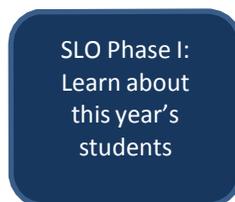
Each educator’s students, individually and as a group, are different from other educators’ students, even in the same grade level or subject at the same school. For student growth and development to be measured for educator evaluation purposes, it is imperative to use a method that takes each educator’s assignment, students, and context into account. New London has selected a goal-setting process called Student Learning Outcomes (SLOs) as the approach for measuring student growth during the school year.

Student Learning Outcomes will support educators in using a planning cycle that will be familiar to all educators:



While this process should feel generally familiar, it will ask educators to set more specific and measurable targets than they may have done in the past and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors and/or evaluators.

The four SLO phases are described in detail:



This first phase is the discovery phase during the first few weeks of school. Once educators know their rosters, they will access as much information as possible about their new students’ baseline skills and abilities, relative to the grade level or course the educator is teaching.

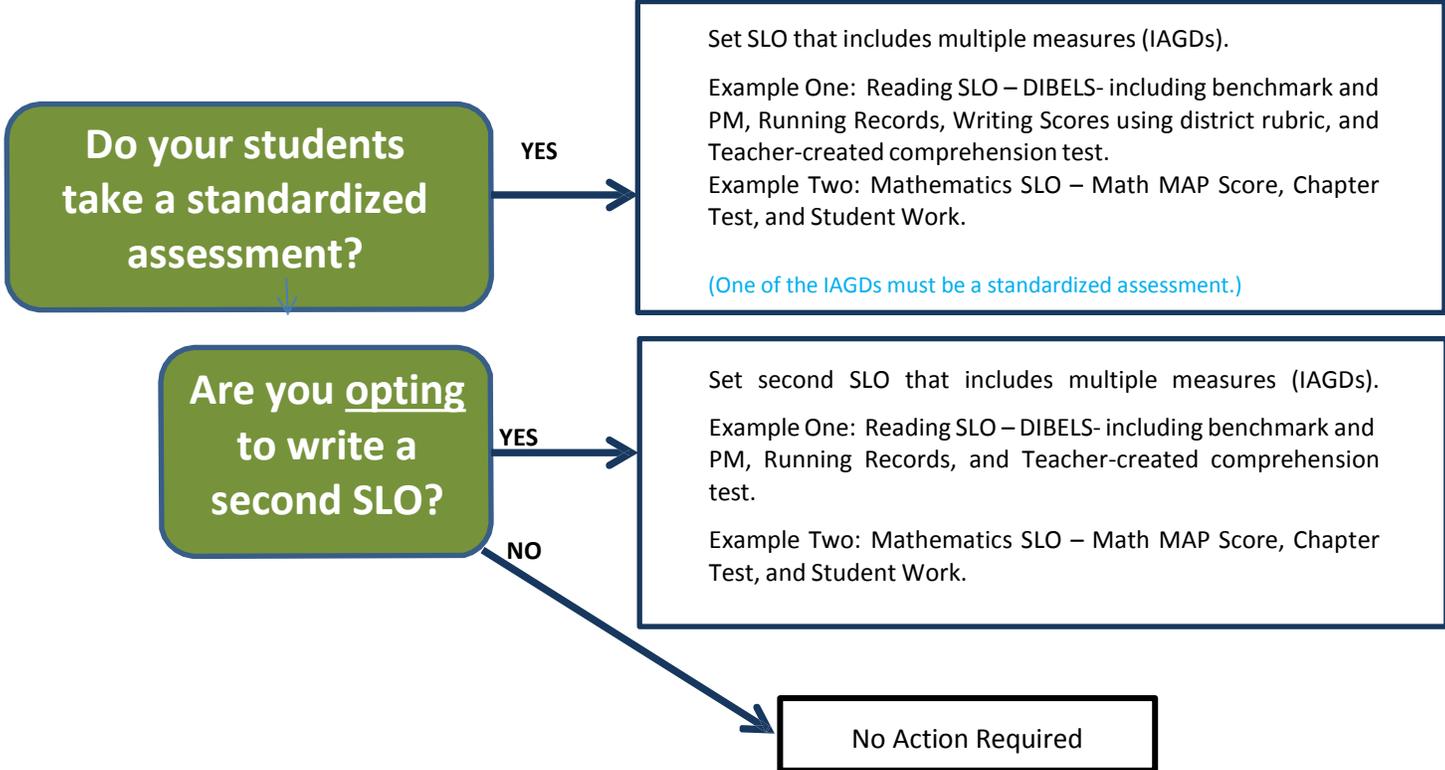
End-of-year tests from the prior spring, prior performance, benchmark and/or common formative assessments and quick demonstration assessments are all examples of sources educators can tap to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.

SLO Phase 2:
 Set a minimum of 1 SLO with multiple IAGDs
(Teacher option for additional SLO)*

Each educator will write one Student Learning Outcome. *At the discretion of the teacher, he or she may choose to write an additional SLO. (Note: The NLPS TE&PG Plan requires 1 SLO w/ multiple IAGDs.) *SLO(s) must be mutually agreed upon by the evaluator and the teacher.*

One half (or 22.5%) of the 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, for those teaching grades and subjects with a standardized, where available. For the other half (22.5%) of the indicators of academic growth and development, a minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.) and a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute-resolution procedure.

To decide which SLO to write, educators will consult the following decision tree:



New London Public Schools TE&PGP uses a specific definition of “standardized assessment,” a standardized assessment has all of these features:

- 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 assessments are administered two or three times per year.

To create the SLO(s), educators will follow these four steps:

Step 1: Decide on the Outcome:

The objective will be a broad goal for student learning. It should address a central purpose of the educator’s assignment and it should pertain to at least half of his/her students, or as determined appropriate by the educator and evaluator. For example, if a secondary level educator teaches four sections of Algebra I and one section of Geometry, one of his/her two SLO’s must focus on the needs identified among the Algebra I students. It should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) - and should be aligned to relevant state, national (e.g. Common Core), or district standards for the grade level or course. Depending on the educator’s assignment, the objective might aim for content mastery or it might aim for skill development, based on identified area(s) of student need.

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Educators with similar assignments may have identical SLOs, however, the IAGDs will be classroom/student-specific.

The following are examples of Student Learning Outcomes:

Educator Category	Student Learning Outcome
Kindergarten	My students will improve in reading through mastery of phonemic awareness, phonics skills and concepts.
Fourth Grade Classroom Educator	My students will demonstrate a year’s growth in reading.
Eighth Grade Science	My students will master grade 8 science inquiry standards and concepts.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.
High School World Language	My Spanish IV students will increase the length of time they can speak about a familiar topic.

Step 2: Select Indicators of Academic Growth and Development:

Indicators of Academic Growth and Development are the specific evidence, with quantitative targets, that will demonstrate whether the objective was met. The SLO must include at multiple indicators.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what percentage 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. The Phase I examination of student data will help educators determine improvement targets for identified students.

Educators select aligned grade level and/or content area indicators from a list of commonly used assessments from the appendix of this document.

Since improvement targets are calibrated for the educator’s particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade educators in a district might use the same reading assessment in their SLO’s, but the improvement target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade educators.

Following are examples of indicators that might be applied to the previous SLO examples:

Educator Category	Student Learning Objectives	Indicators of Academic Growth and Development
Kindergarten	My students will improve in reading through mastery of phonemic awareness, phonics skills and concepts	80% of my students will be at low risk as measured by the DIBELS benchmark and/or progress monitoring. 80% of my students will master 100% of the K Sight Words. 80% of students will improve their oral reading accuracy rate as documented in running records.
Fourth Grade Classroom Educator	My students will demonstrate a year’s growth in reading	100% of my students reading below grade level on previous year’s assessment CMT will attain an IPI (Individual Performance Index) score increase of at least +0.33. 90% of my students will make one year’s growth in reading
Educator Category	Student Learning Objectives	Indicators of Academic Growth and Development
Eighth Grade Science	My students will master grade 8 science inquiry standards and concepts.	78% of my students will attain at least a 4 on the assessment CMT section concerning science inquiry. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district. 85% of my students will produce works of art, using personally developed creative ideas.
High School World Language	My students will achieve proficiency in speaking Spanish.	85% of my students will achieve a score of 6 on the oral speaking rubric. 90% of my Spanish I students will be able to conjugate verbs with 80% accuracy as measured by unit tests.

Step 3: Provide Additional Information Requested on SLO Form:

In addition to the outcome and IAGDs (Indicator of Academic Growth and Development), the SLO form requests:

- the rationale for the SLO, including relevant standards;
 - any important technical information about the indicator evidence (like timing or scoring plans);
 - the baseline data that was used to set each indicator;
 - interim assessments the educator plans to use to gauge students’ progress toward the outcome during the school year (optional);
- and
- any training /support or professional learning the educator, in consultation with the supervisor/evaluator, thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLO(s) to Evaluator for Approval:

SLO(s) are proposals until the evaluator approves them. Educators and evaluators should confer during the goal-setting process, since the intent is that SLO(s) will be selected through mutual agreement. But ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described on the following pages. SLO(s) must meet all three criteria to be approved. If they do not meet one or more criterion, the evaluator will provide written comments and discuss his/her feedback with the educator during the fall goal-setting conference. SLO(s) that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content: Outcome is deeply relevant to educator's assignment and addresses a large proportion of his/her students.	Quality of Indicators: Indicators provide SMART* evidence (*Specific, Measurable, Aligned and Attainable, Results-Oriented, and Time-Bound). The indicators allow judgment about students' progress over the school year or semester.	Rigor of SLO: Outcome is attainable but ambitious, and represents at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).
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**SLO Phase 3:
Monitor student
progress.**

Once SLO(s) are approved, educators must monitor students' progress towards the objectives. They can, for example, examine student work products, administer and gather interim assessment data, and track students' accomplishments and struggles through related online practice games. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If an educator's assignment changes or if his/her student population shifts significantly, the SLO(s) can be adjusted during the mid-year conference, or as needed, between the evaluator and the educator.

**SLO Phase 4:
Assess student
outcomes relative
to SLO(s).**

At the end of the school year, the educator should compile the evidence required by the selected IAGDs and submit it to his/her evaluator. Along with the evidence, educators will complete and submit the top portion of the SLO scoring form, which asks educators to reflect on the SLO results by answering the following:

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

SLO ratings are defined as follows:

Exceeded [4]	All or most all students met the target(s) and many students exceeded the target(s) contained in the indicator(s) of academic growth and development. Exceeding the target(s) by a few points or percentage points would not qualify as "exceeded."
Met [3]	All students, or nearly all students, met the target(s) in the indicators. Results within a few points on either side of the target(s) are considered "Met."
Partially Met [2]	Many students met the target(s) but many did not. The target(s) was missed by more than a few points or percentage points, but significant progress towards the goal was made.
Did Not Meet [1]	A substantial proportion of students did not meet the target(s). Little progress toward the goal was made.

Feedback from parents will be used to help determine the remaining ten percent of the Educator Practice Indicators category.

The process described below focuses on:

- the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
- the school staff determines at least one school-level parent engagement goal based on the survey feedback;
- the educator and evaluator identify one, related, parent engagement goal and set improvement targets;
- the educator measures progress on improvement targets; and
- the evaluator determines an educator's summative rating. This parent feedback rating shall be based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys will be deployed by New London Public Schools and will be valid (i.e., the instrument measures what it is intended to measure) and reliable (i.e., the use of the instrument is consistent).

Parent surveys will be conducted at the whole-school level to ensure adequate response rates from parents.

Surveys will be confidential, and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

Determining School-Level Parent Goals

Administrators and educators will 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. This goal-setting process will occur in August or September so agreement can be reached on at least one goal for the entire school by September 30th.

Selecting a Parent Engagement Goal and Improvement Targets

After the whole-school level goal(s) has/have been set, educators will determine, through consultation and mutual agreement with their evaluators, one related parent goal they will pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc.

Educators will set improvement targets related to their chosen goal. 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 goal(s), and (2) that the improvement targets are ambitious but achievable.

Mid-Year Check-In:

Timeframe: **March 1st**

Reflection and Preparation - The educator and evaluator reflect on evidence collected to date about the educator's practice and student learning in preparation for the check-in.

Mid-Year Conference - The evaluator and educator complete at least one mid-year check-in conference at which they review progress on professional growth goals, student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take, and support the evaluator can provide, to promote educator growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: **May and June**; must be completed by last teacher work day.

Educator Self-Assessment - The educator reviews all information and data collected during the year and completes a written self-assessment to be reviewed with the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference and will be completed by May 15th.

Scoring –The evaluator reviews submitted evidence, self-assessments, and observation data to generate component and category ratings based on the timeframe listed above. The category ratings generate the final, summative rating. After all data (including state test data) is available, the evaluator may adjust the summative rating if the state test data impacts the student-related indicators enough to change the final rating. Such revisions should take place as soon as state test data are available and before July 31st.

End-of-Year Conference - The educator and evaluator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the model. The State Department of Education will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are on Proficient in conducting educator evaluations.

At the request of a district or employee, the State Department of Education (or a third-party designated by the SDE) will review evaluation ratings that include dissimilar ratings in different components (i.e., include both exemplary and below standard ratings). In these cases, SDE will determine a final summative rating.

In addition, SDE will select districts at random, annually, to review evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard.

Observations

Observation Schedule for Non-Tenured and Tenured (Developing / Below Standard)

Non-Tenured, Year 1 or Year 2, as well as Tenured teachers performing at Developing or Below Standard:

All observations, whether formal or informal, are used to create a judgment of a teacher's instructional performance as defined by the district definition of effective instructional practice. As a result, both formal (full length) and informal (walk through or partial period) observations will be used towards the final evaluation. Teachers in this category will be formally observed a minimum of five times. Evaluators have the discretion to conduct additional observations as they deem appropriate. Non-Tenured, Year 1 and Year 2 teacher observations will occur according to the following timeline*:

- ✓ At Least **2 walk through (minimum of 15 minutes) observations** with written feedback
 - 1 by February 15
 - 1 by May 1
- ✓ At least **3 full-length or formal observations** with written feedback. If a teacher is non-tenured or is rated at below standard or developing, two of the three observations must include a preconference. In addition, a preconference can be requested for any subsequent observation by either the teacher or the evaluator.
 - 1 by November 15
 - 1 by February 15
 - 1 by May 1
- ✓ Professionalism

*Per Article XXV of the New London Education Association's Collective Bargaining Agreement, non-tenured teachers are required to be observed a minimum of three times. If a teacher is hired after the start of school year, regardless of the timeline above, they will need three observations.

The number of observations will vary and be appropriate to the teacher's individual structured support plan.

Observation Schedule for Tenured Educators (Goal / Exemplary)

Teachers performing at Goal or Exemplary:

The formal in-class observation(s) will be used to determine the teacher's summative rating. The walkthroughs will not be evaluative or used to determine the teacher's summative rating. *Walkthroughs are intended to inform coaching to improve instruction.* Tenured (Goal and Exemplary) teacher observations will occur according to the following timeline:

- ✓ At Least **2 walkthroughs (unscored - no less than 15 minutes)** one of which must occur by November 15 and before the formal in-class observation. Written feedback must accompany the informal walk through and be provided to the teacher within 5 school days following completion of the walkthrough.
- ✓ One formal observation will take place no sooner than 10 school days after initial informal feedback is provided. At least **1 formal in-class observation** must be completed by February 15. A pre-conference is required for teachers rated at goal or exemplary for the requisite formal observation.
- ✓ Review of Practice (professionalism).

Pre-Conferences and Post-Conferences

The purpose of the preconference is to share any relevant information regarding individual or groups of students, broad instructional issues and/or any other information. The purpose of the preconference is not to share specifics regarding lesson objectives, lesson outcomes, etc. Request of a pre-conference does not indicate that the date and time of the evaluation will be shared with the teacher, nor is there a timeline between the pre-conference and actual observation. Any additional concerns/issues not shared at the pre-conference can and should be discussed at the post conference.

Post-conferences provide a forum for reflecting upon the evidence gathered during the observation using the 10 Research-Based Standards and/or the CCT Rubric for Effective Teaching, Domain 4, and for generating action steps that lead to the educator's growth.

A good post-conference:

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus; and
- involves written and verbal feedback from the evaluator.

The post-observation conference will be held within two school days of the formal in-class observation; and the Formal Observation Form E, will be written and delivered within five school days after the post conference.

The post conference will include the teacher's instructional performance as it relates to the rubrics used to measure the teacher's practice and performance.

Teachers will discuss performance based on the Ten Research-Based Standards Evaluation Rubric. Evidence will be provided for each indicator rating.

Areas in Need of Improvement include: (1) areas in which teachers did not meet the standard; (2) expected improvements; and (3) specific feedback on mechanisms for improvement.

Strategies for Continued Growth include: areas in which teachers did meet the goal, but feedback is provided for continuous growth. As a community of learners focused on growth, this area should never be left blank.

Non-Classroom Reviews of Practice

The evaluation plan aspires to provide educators with comprehensive feedback on their practice as defined by the five domains of the CCT. All interactions with educators 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, student planning meetings, Planning and Placement Team meetings, observations of coaching/mentoring other educators, and observation of the participation in professional development or school-based activities/events.

Feedback

The goal of feedback is to help educators grow and become more effective. Verbal feedback may include a scheduled conversation or post-conference. Written feedback may include email or a brief or comprehensive write-up. With this in mind, evaluators should be clear and direct, presenting comments in a way that feels supportive and constructive. Feedback should include:

- specific evidence, where appropriate, on observed components of the *10 Research-Based Standards or the Revised CCT Rubric for Effective Teaching, Domain 4*
- selected prioritized recommendations for development actions;
- next steps and supports the educator can pursue to improve his or her practice; and
- a timeframe for follow up.

Educator Practice and Performance Scoring

The Educator Practice and Performance Indicators, half of the New London Public School Educator Evaluation Plan, captures the educator's practices and measurements of the educator's performance.

Student-Related Indicators includes two components:

- Educator Practice and Performance, which counts for 40%; and
- Parent Feedback, which counts for 10% of the total evaluation rating.

These components will be described in detail below.

Component #1: Educator Practice and Performance (40%)

Individual Observations

Evaluators are required to rate each standard and indicator in an observation. During observations, evaluators should take evidence-based notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., The educator asks: Which events precipitated the fall of Rome?) not judgmental (e.g., The educator asks good questions.) Once the evidence has been recorded, the evaluator can align the evidence with the appropriate standard and indicators and determine the performance level for each.

Summative Observation of Educator Performance and Practice Rating

For Teachers Performing at Below Standard or Developing AND Non-Tenured Teachers:

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during a summative evaluation conference. It is mandatory for each of the Ten Research-Based Standards that there are three observed data points. The final educator performance and practice rating will be calculated by the evaluator in a multi-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (i.e. team meetings, conferences).
2. The data plan averages components within each of the Ten Research-Based Standards and Domain 6 rating on the CTT Rubric to a tenth of a decimal to calculate domain level scores of 1.0-4.0.
3. The data plan averages each of the Ten Research-Based Standards.
4. The data plan applies the domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0 as follows:
 - 90% - 10 Research Based Standards
 - 10% - Revised CCT Rubric for Effective Teaching, Domain 4

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions, and determines component ratings for each of the components of the *CCT Rubric (Domain 4)* and *Ten Research-Based Standards Evaluation Rubric*.

By the end of the year, evaluators should have collected a variety of evidence on educator 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 components of the Revised *CCT Rubric for Effective Teaching (Domain 4)* and *Ten Research-Based Standards Evaluation Rubric*.

It is mandatory for each of the Ten Research-Based Standards that there are **at least three observed data points for all teachers who are non-tenured or rated in the prior year as Developing or Below Standard**. Teachers receive a rating for each indicator on the Evaluation Rubric, 36 indicators in all. An average of score for each standard is calculated based on the scores of the indicators within each standard. The score for each standard is then averaged across all observations as shown in the example below. A rating for the overall observation standard is calculated by averaging the score for all the standards **once all observations have been compiled for the year**. Once an overall average has been determined, it is then converted to a 1 - 4 score. Below Standard = 1 and Exemplary = 4. See example below for Ten Research-Based Standards:

STANDARD	INDICATOR	OBSERVATION 1		OBSERVATION 2		OBSERVATION 3		OBSERVATION 4		OBSERVATION 5		Average of standard across all observations
		Rating (1-4)	Each standard average									
1 Lesson Development	1.1	2	1.50	2	1.75	3	3.00	2	2.75	2	2.75	2.35
	1.2	1		2		3		3		3		
	1.3	2		2		3		3		3		
	1.4	1		1		3		3		3		
2 Initiation	2.1	1	1.20	1	1.60	2	2.20	3	2.60	3	2.60	2.04
	2.2(a or b)	1		2		3		3		3		
	2.3	1		1		2		3		3		
	2.4	1		2		2		2		2		
	2.5	2		2		2		2		2		
3 Closure	3.1	3	3.00	1	1.00	2	2.00	3	3.00	3	3.00	2.40
	3.2	3		1		2		3		3		
4 Classroom Environment	4.1	3	2.83	3	2.50	3	2.83	3	3.50	3	3.67	3.07
	4.2	3		3		3		4		4		
	4.3	3		3		3		3		4		
	4.4	3		2		3		4		4		
	4.5	2		2		3		4		4		
	4.6	3		2		2		3		3		
5 Behavior	5.1	3	2.75	2	2.00	3	2.75	3	3.00	3	3.00	2.70
	5.2	3		2		2		3		3		
	5.3	3		2		3		3		3		
	5.4	2		2		3		3		3		
6 Engagement	6.1	3	2.50	2	2.00	3	3.00	3	3.00	3	3.00	2.70
	6.2	2		2		3		3		3		
7 Routines/ Procedures	7.1	2	2.00	2	1.50	4	4.00	4	4.00	4	4.00	3.10
	7.2	2		1		4		4		4		
8 Questioning	8.1	1	1.67	2	2.00	3	3.00	3	3.00	3	3.00	2.53
	8.2	2		2		3		3		3		
	8.3	2		2		3		3		3		
9 Lesson Content	9.1	3	2.00	2	2.00	3	2.50	3	2.50	3	2.50	2.30
	9.2	1		2		2		2		2		
	9.3	2		2		3		3		3		
	9.4	2		2		2		2		2		
10 Assessment	10.1	2	1.50	2	1.75	3	3.00	3	3.00	3	3.00	2.45
	10.2	1		2		3		3		3		
	10.3	2		2		3		3		3		
	10.4	1		1		3		3		3		
<i>Total Rating Average:</i>											2.56	

- 2) Evaluator averages components within each domain to a tenth of a decimal to calculate standard level scores based on the multiple observations:

Rating Average Ranges	Observation Standard Score
1.0 – 1.5	1
1.6 – 2.4	2
2.5 – 3.4	3
3.5 – 4.0	4
Example: Observation Standard Score (from table shown above)	3

CCT Domains: Professionalism	
4	Average Score 3.5

- 3) Evaluator applies domain weights to domain scores to calculate an overall observation of Educator 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 classroom environment matter more than anything else an educator can do to improve student outcomes. Therefore, the Ten Research-Based Standards are weighted significantly more than the others at 90%. The Common Core of Teaching Rubric for Domain 4 is weighted 10%.

	Score (average)	Weighting	Weighted Score
Professionalism (non-instructional) CCT 4	3.5	10%	.35
10 Research Based Standards	3	90%	2.7
Total Score:			3.05

The data plan calculates the averages for the evaluator.

The Standards included in the NLPS TE&PGP were adapted from the CSDE CCT Rubric for Student and Educator Support Specialists (2014). The Standards align to the 4 practice domains for evaluation of SESS as follows:

Domain 1: Environment, Student Engagement and Commitment to Learning

Domain 2: Planning for Active Learning

Domain 3: Service Delivery

Domain 4: Professional Responsibilities and Leadership

The summative Educator Performance and Practice rating and the component ratings will be shared and discussed with educators in the end-of-year conference. This process can also be followed in advance of the mid-year check-in to develop a formative, mid-year Educator Performance and Practice rating.

For Teachers Performing at Proficient or Exemplary:

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during a summative evaluation conference. The final educator performance and practice rating will be calculated by the evaluator adhering to the guidelines shown below:

1. If the formal in-class observation indicates that the teacher received an average score of 3.5 or above of the 10 of the Research-Based Standards, the teacher receives an Exemplary (4) rating.
2. If the formal in-class observation indicates that the teacher received an average score of 2.5 to 3.4 of the 10 Research-Based Standards, the teacher receives a Proficient (3) rating.
3. If the formal in-class observation indicates that the teacher scored an average of a 2.4 or below on the 10 Research-Based Standards, the teacher will receive at least two subsequent **formal in-class observations so that there are three data points to determine the teacher's summative rating.**
4. Evaluator applies the domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0 as follows:
 - 90% - 10 Research Based Standards
 - 10% - Revised CCT Rubric for Effective Teaching, Domain 4

COMPONENT #2: Parent Feedback (10%)

Measuring Progress on Improvement Targets

There are two ways an educator can measure and demonstrate progress on his/her improvement targets. An educator can (1) measure how successfully they implement a strategy to address an area of need, and (2) collect evidence directly from parents to measure parent-level indicators they generate.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which an educator successfully reaches his/her improvement targets and parent goal. This will be accomplished through a review of evidence provided by the educator 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 goal
110%	90%	80%	79% or below

Student-Related Indicators (50%)

The Student-Related Indicators, half of the New London Public School Educator Evaluation Plan, captures the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators 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, educators will document those aspirations and anchor them in data.

Student-Related Indicators includes two components:

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

These components will be described in detail below.

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

Evaluators will examine the evidence and the educator’s reflection 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 all students met the target(s) and many students exceeded the target(s) contained in the indicator(s) of academic growth and development. Exceeding the target(s) by a few points or percentage points would not qualify as “exceeded.”
Met [3]	All students, or nearly all students, met the target(s) in the indicators. Results within a few points on either side of the target(s) are considered “Met.”
Partially Met [2]	Many students met the target(s) but many did not. The target(s) was missed by more than a few points or percentage points, but significant progress towards the goal was made.
Did Not Meet [1]	A substantial proportion of students did not meet the target(s). Little progress toward the goal was made.

Scoring the SLO:

The evaluator may score each indicator separately and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score it holistically. *Note: For teachers who opt to write two SLOs, the final student growth and development rating 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 educators in the end-of-year conference.

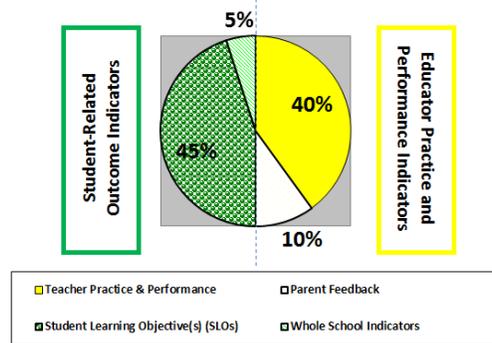
COMPONENT #4: Whole-School Student Learning Indicators (5%)

For districts that include the whole-school learning indicator in teacher evaluations, a teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for principal’s evaluation rating at that school. For most schools, this will be based on the school performance index (SPI) and the administrator’s progress on SLO targets, which correlates to the Student Learning rating on an administrator’s evaluation (45% of the administrator’s final rating).

Summative Educator Evaluation Scoring

Summative Scoring

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



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

A. EDUCATOR PRACTICE RATING (50%): Teacher Practice and Performance (40%) and Parent Feedback (10%)

The evaluator calculates an Educator Practice rating from a teacher’s performance on the five domains of the CCT Instrument and the Parent Feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance and Practice Rating.

The Observation of Educator Performance and Practice counts for 40% of the total rating; and Parent Feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Educator Practice Component	Score (1 – 4)	Weight	Points (score x weight)
Observation of Educator Performance and Practice	3.05	40	122
Parent Feedback	3	10	30
TOTAL EDUCATOR PRACTICE INDICATORS POINTS			152

Rating Table

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

B. STUDENT OUTCOMES RATING (50%): Student Outcome & Achievement-SLO(s) (45%) and Whole-School Learning Indicators (5%)

The Student Growth and Development component counts for 45% of the total rating; and the Whole-School Student Learning component counts for 5% of the total rating. The evaluator multiplies these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

NOTE: If the Whole-School Student Learning score is not available when the summative rating is calculated, then Student Growth and Development will be weighted 50 and Whole-School Student Learning will be weighted 0.

Student Outcomes Component	Score (1 – 4)	Weight	Points (score x weight)
Student Growth and Development [SLOs]	3.5	45	158
Whole-School Student Learning	3	5	15
TOTAL STUDENT RELATED INDICATORS POINTS			173

Rating Table

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

C. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Student Outcomes Rating (50%) =100

The evaluator uses the Summative Matrix to determine the educator’s Summative Rating:

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

Summative Rating Matrix

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

Adjustment Summative Rating

Summative ratings must be completed for all educators by the last teacher work day of a given school year. These adjustments should inform goal setting in the new school year.

SECTION 4:
Structured Assistance Plan

Structured Assistance Plan

The Teacher Assistance Plan consists of three levels: (1) Awareness, (2) Assistance, and (3) Intensive Assistance. The Assistance Plan applies to Tenured and non-Tenured teachers*. If you are non-Tenured, non-renewal cannot be recommended unless the teacher has been placed on awareness for performance.

*The term “*teacher*” in this section refers to both Teachers and Student and Educator Support Specialists staff.

Conflict Resolution: In the event that the evaluator(s) and the teacher do not agree, the teacher or evaluator(s) may request conflict resolution. In the first step, the two individuals select an impartial third party evaluator who meets with the two individuals to resolve the issue(s). Typical types of conflict may be related to performance objectives, performance evaluation, implementation of the process, options selected, or timeline. Should the process described above not result in resolution of the given issue, the determination regarding that issue shall be made by the superintendent.

Level I: Awareness

Purpose: The purpose of the awareness level is to discuss a concern, as well as to provide the support necessary to meet the standards.

Placement: When the evaluator starts to notice patterns of concerns, prior to placement on awareness, he/she will contact the teacher’s association building representative to arrange for an informal mentor. The evaluator is encouraged to put the recommendation in writing (i.e., email, etc.). If the evaluator continues to see concerns, the evaluator initiates placement.

Process: At this level, the nature of the area of concern (related to teaching standards, professional responsibilities and job description) is communicated through a conference between the teacher and the evaluator. The teacher will receive written notification of the date and time of the conference and the areas of concern. At that conference, the evaluator will: (1) provide an overview of the concern(s), (2) identify the expectations for performance, (3) discuss the support that will be provided to the teacher, and (4) identify a timeline for improvement. The Superintendent is advised of the placement of this individual and receives ongoing communication as well. A written summary of the meeting will be provided within 48 hours of the conference.

Disposition: Progress and outcomes will be discussed throughout the process.

Timeline: Teachers may remain at this level for a varied period of time depending on the nature of the situation, the support needed, and the commitment of the individual.

Level II: Assistance

Purpose: The purpose of this level is to provide the support necessary to ensure that the teacher meets the standards contained herein.

Placement: The evaluator initiates placement of a teacher into this format. The process is formal with written notification and ongoing documentation of (1) practice, (2) communications and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

Process: The evaluator sends the teacher written notification (Appendix G) of placement at this level. The evaluator will recommend the involvement of NLEA representation to ensure due process, provide support and encourage positive resolution of concerns. At the subsequent conference, the evaluator (1) identifies the concern(s) to the standards, (2) specifies the expected improvement through the creation of objectives, and (3) communicates how the objectives will be assessed. Supports will be identified, and may include, but are not limited to: team support; peer support; outside content expert; professional development; supplementary supervisor(s); observations; conferences; coaching; reading materials; reviewing of curriculum; videotaping; modeling; lesson plan review; visitations; review of student work; and other approaches. Forms used during this process are Notification of Change of Status (Attachment I), Assistance Plan (Attachment J), and Assistance Plan Summary (Attachment K).

Disposition: From this level, a teacher may return to the original teacher evaluation format or move to the third level termed, “Intensive Assistance.”

Timeline:

- The teacher will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement in this level with meeting scheduled within 5 working days to develop action plan.
- Implementation of action plan.
- Teacher demonstrates improvement/change every 5 working days.
- Conference with evaluator at least every 10 – 15 working days.
- Maximum limit in this level is 60 working days.

Level III: Intensive Assistance

Purpose: Individuals placed in the level have been unsuccessful in demonstrating improvement under Assistance Level. This level will include additional or continued assistance to help the teacher meet the standards.

Placement: The evaluator initiates placement of a teacher into this format. The process is formal with written notification and ongoing documentation of (1) concerns, (2) communications, and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

Process: The evaluator sends the teacher written notification of placement at this level as well as the consequences of lack of success. Within 10 working days, a conference is held at which the evaluator reviews concerns expressed, support provided, teacher efforts to date, and expectations for performance. At this conference, the evaluator builds an action plan, to support strategies listed in Level II.

Disposition: At this level, a teacher may be returned to the district evaluation format, or the Superintendent may institute termination proceedings.

Timeline:

- The teacher will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement on this level with a meeting scheduled to develop action plan.
- Implementation of action plan.
- Teacher demonstrates improvement within 15 working days.
- Conferences with evaluator every 10 –15 working days.
- Maximum limit in this level is 45 working days.

SECTION 5:
Forms and Appendices

New London: FORMA - Goal Setting

Evaluator: newlondon principal
Practitioner: newlondon Teacher11

School:

subject [

Number of students this SLO retains to:

Percentage of students this SLO pertains to:

Student Learning Objective (SLO)

Student Learning Objective (SLO):

Rationale for Objective: Why was this objective chosen? What specific Connecticut and/or national standards does it address?

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

An IAGD is evidence you use to determine success in achieving the SLO. Multiple IAGDs are required. At least one standardized IAGD is required. An IAGD should represent at least one year's growth and/or mastery of grade level content standards. Please number the IAGD(s) and clearly indicate the targeted performance expectation for the selected students.

Baseline Data/Background Information

Please include what you know about targeted students' performance, skills and achievement levels at the beginning of the year (relevant to the 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 (include additional strategies as needed):

Interim Assessments

What interim assessments do you plan to use to gauge student progress toward this SLO?

Data Collection/Assessment of Progress Toward Achieving the SLO

What data will you collect to assess progress toward achieving the SLO? (Note: Please indicate when standardized results are available.)

Professional Learning/Support

What professional learning and/or other type of support would help you to achieve this SLO?

All required fields should be completed before the form can be finalized.

Areas for Growth (Areas in which teachers did meet the standard, but feedback is provided for continuous growth):

Recommendations:

Additional Comments:

NLPS STANDARD 1: <i>Lesson Development – Teacher implements effective instruction to maximize learning (The How).</i>					
CCT Rubric: 2a, 3a	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE <i>(For Every Indicator)</i>
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	1.1 Teacher's communication is ambiguous, wordy and/or tangential.	1.1 Teacher's communication is inconsistently clear, concise, and focused.	1.1 Teacher's communication is consistently clear, concise, and focused.	1.1 Teacher communicates clearly and accurately, in a way that anticipates students' misconceptions.*	1.1
	1.2 Teacher <u>does not</u> use vocabulary, academic language, and/or other content literacy strategies that supports the lesson objective or may include errors of vocabulary or incorrect use of academic language.*	1.2 Teacher uses vocabulary, academic language, and/or other content literacy strategies that <u>do not</u> support the lesson objective.*	1.2 Teacher uses vocabulary, academic language, and/or other content literacy strategies that supports the lesson objective.*	1.2 Teacher provides opportunities for students to use vocabulary, academic language, and/or other content literacy strategies that supports the lesson objective.*	1.2
	1.3 Teacher over-relies on one component of the gradual release model with no regard for student learning.	1.3 Teacher moves through lesson in a manner that releases responsibility to students too quickly or too slowly.	1.3 Teacher uses gradual release model or components of gradual release, in a manner that responds to student learning.*	1.3 Teacher uses gradual release model or components of gradual release, in a manner that responds to student learning AND provides opportunities for students to self-regulate their learning.*	1.3
	1.4 Teacher <u>does not</u> present instructional content in a logical and purposeful progression	1.4 Teacher presents instructional content in a progression that results in student misunderstanding(s).	1.4 Teacher presents instructional content in a logical and purposeful progression that results in students meeting the lesson objective.	1.4 Teacher provides opportunity for students to develop the logical and purposeful progression that results in students meeting the lesson objective.	1.4

NLPS STANDARD 2:

Initiation – Teacher engages the students, activates prior knowledge, and facilitates learning toward objectives.

CCT Rubric: 3a & 3c	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
<p><i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014:</i></p> <p><i>Domain 2 – Planning for Active Learning</i></p>	<p>2.1 Teacher does not use a “hook” to focus learner.</p>	<p>2.1 Teacher uses a “hook” unrelated to the lesson objective (i.e., concrete object, real-life example, text or graphic, etc.) to focus learners.</p>	<p>2.1 Teacher uses a “hook” related to the lesson objective (i.e., concrete object, real-life example, technology, etc.) to focus learners.</p>	<p>2.1 Teacher uses an <u>interactive</u> “hook” related to the lesson objective (e.g., student share real-life example, polling software, whiteboards, role-play, etc.) to focus learners that requires students to respond.</p>	2.1
	<p>2.2a During <u>direct instruction</u>, teacher does not communicate the objective.</p> <p>OR</p>	<p>2.2a During <u>direct instruction</u>, teacher communicates objective, orally or in writing, in grade-appropriate terms.</p>	<p>2.2a During <u>direct instruction</u>, teacher communicates objective, both orally and in writing, in grade-appropriate terms AND teacher checks for understanding of expected outcomes as it relates to lesson objective.</p>	<p>2.2a During <u>direct instruction</u>, teacher communicates objective, both orally and in writing, in grade-appropriate terms AND engages students in discourse about how the lesson objective relates to unit goals.</p>	2.2a.
	<p>2.2b During inquiry-based instruction, teacher <u>does not use</u> an “inquiry starter.”</p>	<p>2.2b During <u>inquiry-based instruction</u>, teacher facilitates student thinking and experiences that are <u>not aligned</u> to the lesson’s objective, including the use of an “inquiry starter.”</p>	<p>2.2b During <u>inquiry-based instruction</u>, teacher facilitates student thinking and experiences aligned to the lesson’s objective, including the use of an “inquiry starter,” resulting in co-constructed questions to guide the investigation.</p>	<p>2.2b During <u>inquiry-based instruction</u>, teacher facilitates student thinking and experiences aligned to the lesson’s objective, including the use of an “inquiry starter,” resulting in students generating essential questions to guide the investigation.</p>	2.2b.
	<p>2.3 Teacher does not reference prior learning.</p>	<p>2.3 Teacher does not connect lesson objective to prior learning.</p>	<p>2.3 Teacher connects lesson objective to prior learning.*</p>	<p>2.3 Teacher provides opportunities for students to connect lesson objective to prior learning.*</p>	2.3

	2.4 Teacher does not reference students' background knowledge.	2.4 Teacher does not connect students' background knowledge to lesson objective.	2.4 Teacher connects students' background knowledge to lesson objective.*	2.4 Teacher provides opportunities for students to connect students' background knowledge to lesson objective.*	2.4
	2.5 Teacher does not communicate "real-life" application or importance of knowledge/skills.	2.5 Teacher communicates "real-life" application OR importance of knowledge/skills, but not as it relates to the lesson objective.	2.5 Teacher communicates "real-life" application or importance of knowledge/skills as they relate to the lesson objective.	2.5 Teacher provides opportunities for students to share "real-life" application or importance of knowledge/skills as they relate to the lesson objective.	2.5

NLPS STANDARD 3:					
<i>Closure – Teacher facilitates students' reflection of the lesson and assesses learning.</i>					
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
	3.1 Teacher provides <u>no opportunity</u> for students to demonstrate their learning.	3.1 Teacher provides <u>an opportunity</u> for students to demonstrate their learning.	3.1 Teacher provides an opportunity for students to demonstrate their progress toward or achievement of the lesson objective (e.g. independent/group work, short assessment – verbal or written, exit slip, etc.).*	3.1 Teacher provides an opportunity for students to demonstrate their progress toward or achievement of the lesson objective (e.g. independent/group work, short assessment – verbal or written, exit slip, etc.) AND provides opportunities for students to self-regulate/self-assess.*	3.1
	3.2 Teacher makes no connection of how the lesson relates to lesson objective and future learning.	3.2 Teacher makes a connection to future learning or to the lesson objective.	3.2 Teacher communicates how students will use the knowledge or skill derived from the lesson objective in future lessons and across content areas.	3.2 Teacher provides opportunities for students to communicate how they anticipate they will use the knowledge or skill derived from the lesson objective within the unit goals.	3.2

NLPS STANDARD 4:

Positive Learning Environment - Teacher creates a positive learning environment that is responsive to and respectful of the learning needs of all students (Physical Environment, Rapport, and Communicate Expectations for Academic Achievement).

CCT Rubric: 1a, 2a, 3a, 3b, 3c	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
	<p>4.1 Teacher does not use positive reinforcement.</p>	<p>4.1 Teacher uses positive reinforcement (feedback and praise) that does not support academic and behavioral expectations.</p>	<p>4.1 Teacher uses positive reinforcement (feedback and praise) that supports academic and behavioral expectations.</p>	<p>4.1 Teacher appropriately uses positive reinforcement (feedback and praise) that supports academic and behavioral expectations AND provides opportunities for students to positively reinforce peers.</p>	4.1
	<p>4.2 Teacher body language is negative (does not smile, eye-rolling, lack of proximity, remain in one spot during the lesson, lack of eye contact, etc.) throughout the lesson.</p>	<p>4.2 Teacher body language is neutral throughout the lesson.</p>	<p>4.2 Teacher uses positive body language (smiling, proximity, greeting students at the door, etc.) throughout the lesson.</p>	<p>4.2 Teacher use of positive body language (smiling, proximity, etc.) and reinforces students' use of positive body language throughout the lesson.</p>	4.2
	<p>4.3 Teacher does not use student names.</p>	<p>4.3 Teacher inaccurately uses student names or refers to some students by name and not others.</p>	<p>4.3 Teacher knows/uses student names.</p>	<p>4.3 Teacher knows/uses student names and reinforces students' use of peer's names.</p>	4.3
	<p>4.4 Teacher does not take into account student differences to facilitate student learning resulting in an environment that benefits some and puts others at a disadvantage.</p>	<p>4.4 Teacher does not take into account student differences to facilitate student learning.</p>	<p>4.4 Teacher utilizes knowledge of student differences to facilitate student learning.</p>	<p>4.4 Teacher utilizes knowledge of student differences to facilitate student learning AND provides opportunities for students to support their peers.</p>	4.4

	4.5 Teacher uses sarcasm or other language or action that demeans students throughout the lesson.	4.5 Teacher uses sarcasm or other language or action that demeans students in one instance.	4.5 Teacher does not use sarcasm or other language or action that demeans students.	4.5 Teacher does not use sarcasm or other language or action that demeans students AND addresses instances when students use demeaning language as needed.	4.5
	4.6 The room is disorganized and the arrangement does not support student learning.	4.6 The room is disorganized without disrupting student learning.	4.6 The room is organized and the arrangement supports student learning.	4.6 The room is organized and the arrangement supports student learning AND supports collaborative learning.	4.6

NLPS STANDARD 5:

Appropriate Standards for Behavior – Teacher promotes developmentally appropriate standards of behavior that supports a productive learning environment for all students.

CCT Rubric: 1c	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
	5.1 Behavioral expectations of students' behavior are not communicated.	5.1 Behavioral expectations are not communicated clearly.	5.1 Behavioral expectations are clearly and positively communicated.	5.1 Teacher and students are able to clearly and positively state expectations of behavior.	5.1
	5.2 No evidence of behavioral expectations being explicitly taught and re-taught.	5.2 Behavioral expectations are unclear or no attempt is made to re-teach behavioral expectations when appropriate.	5.2 Behavioral expectations are explicitly taught or re-taught, modeled and consistently reinforced.	5.2 Students follow a majority of behavioral expectations unprompted and/or students prompt each other to follow expectations successfully AND when appropriate, behavioral expectations are explicitly taught and re-taught until they become routine.	5.2

	5.3 Misbehaviors are not addressed or misbehaviors are addressed but are not responsive to individual student needs and lack respect of students' dignity.	5.3 Misbehaviors are addressed inconsistently and/or in a way that is not responsive to individual student needs and lack respect of students' dignity.	5.3 Misbehaviors are explicitly and consistently addressed in a way that is responsive to individual student needs and respect students' dignity.	5.3 Misbehaviors are explicitly and consistently addressed in a way that is responsive to individual student needs and respect students' dignity AND teacher provides opportunities for students to redirect each other respectfully.	5.3
	5.4 Teacher does not manage disruptive behaviors resulting in a significant loss of instructional time.	5.4 Teacher attempts to manage classroom interactions but disruptive behaviors interfere with student learning.	5.4 Teacher manages classroom interactions to ensure that disruptive behaviors and interference with student learning is at a minimum.	5.4 Teacher anticipates and manages classroom interactions with non-verbal cues and minimal teacher talk that results in no loss of instructional time.	5.4

NLPS STANDARD 6:					
<i>Student Engagement – Teacher delivers a lesson to engage students.</i>					
<i>CCT Rubric: 1a, 2b, 3c</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	6.1 Teacher <u>does not</u> attempt to engage a majority of students throughout the lesson.	6.1 Teacher attempts to engage <u>a majority of students</u> , employing a range of strategies to ensure varied types of participation throughout the lesson.	6.1 Teacher attempts to engage <u>all students</u> , employing a range of strategies to ensure varied types of participation throughout the lesson.*	6.1 Teacher attempts to engage <u>all students</u> , employing a range of strategies to ensure varied types of participation throughout the lesson AND provides opportunities for students to successfully engage each other.*	6.1
	6.2 Teacher <u>does not</u> monitor and adjust instruction to engage and reengage students in the lesson.	6.2 Teacher monitors but <u>does not adjust</u> instruction to engage and reengage students in the lesson.	6.2 Teacher monitors and adjusts instruction to engage and reengage students in the lesson.*	6.2 Teacher monitors and adjusts instruction to engage and reengage students in the lesson AND provides opportunities for students to engage and/or reengage each other.*	6.2

NLPS STANDARD 7:
Routines and Transitions – Teacher establishes routines and transitions to effectively maximize learning.

CCT Rubric: 1c	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
	7.1 No evidence of procedures being explicitly taught and re-taught.	7.1 Procedures are unclear or no attempt is made to re-teach procedures when appropriate.	7.1 Procedures are explicitly taught and re-taught, when appropriate, until they become routine.	7.1 Students follow a majority of procedures unprompted and/or students prompt each other to follow procedures successfully AND when appropriate, procedures are explicitly taught and re-taught until they become routine.	7.1
	7.2 Transitions result in significant loss of instructional time.	7.2 Transitions result in minimal loss of instructional time.	7.2 Transitions maximize instructional time.	7.2 Transitions maximize and contribute to instruction.	7.2

NLPS STANDARD 8:
Appropriate Questioning Strategies –Teacher applies questioning strategies to cognitively engage students in constructing new learning.

CCT Rubric: 2b, 3b	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014:	8.1 Teacher asks recall questions exclusively.	8.1 Teacher <u>does not</u> use a variety of questions (e.g. Blooms Taxonomy, Webb's Depth of Knowledge) to help students construct new learning.	8.1 Teacher uses a variety of questions (e.g. Blooms Taxonomy, Webb's Depth of Knowledge) to help students construct new meaning.	8.1 Teacher uses a variety of questions (e.g. Blooms Taxonomy, Webb's Depth of Knowledge) to help students construct new learning AND provides opportunities for students to ask questions of teacher and/or peers that promote thinking at various levels of thought.	8.1

<i>Domain 2 – Planning for Active Learning</i>	8.2 Teacher <u>does not</u> adjust questions based on student responses to clarify or deepen students understanding of concept or skill.	8.2 Teacher adjusts questions based on student responses but <u>does not</u> clarify or deepen students understanding of concept or skill.	8.2 Teacher adjusts questions based on student responses to clarify or deepen students understanding of concept or skill.*	8.2 Teacher adjusts questions based on student responses to clarify or deepen students understanding of concept or skill AND provides opportunities for student discourse that leads to clarity or deeper understanding.*	8.2
	8.3 Teacher <u>does not</u> ask questions or uses only one type of questioning technique (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that elicits student responses.	8.3 Teacher uses <u>two or fewer</u> questioning techniques (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that provide opportunities for students to answer questions and construct new meaning.	8.3 Teacher uses a variety of questioning techniques (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that provide opportunities for students to answer questions and construct new meaning.	8.3 Teacher uses a variety of questioning techniques (e.g. randomized, cold call, choral response, wait-time, use of sentence stems, turn and talk, student crafted questions, etc.) that provide opportunities for ALL students to answer questions and construct new meaning.	8.3

NLPS STANDARD 9: <i>Appropriate Lesson Content – Teacher selects and delivers accurate, developmentally appropriate, standards-based content during instruction. (The What).</i>					
<i>CCT Rubric: 2a, 3a</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
<i>*Aligned to Connecticut SEED,</i>	9.1 Teacher presents inaccurate content that is central to the lesson objective.	9.1 Teacher presents content that is inaccurate.	9.1 Teacher presents content that is accurate.*	9.1 Teacher presents content that is accurate and highlights common misunderstandings and misconceptions of content.*	9.1

<i>Rubric for Effective Teaching, 2014: Domain 2 – Planning for Active Learning</i>	9.2 Teacher does not set objective (know and be able to do) or sets objective that is not aligned with Connecticut State Standards.	9.2 Teacher sets objective that is aligned to the Connecticut State Standards but is at a level of challenge that is too hard or too easy to advance the learning of all students.	9.2 Teacher sets objective that is aligned to the Connecticut State standards and is at an appropriate level of challenge to advance the learning of all students.	9.2 Teacher sets objective that is aligned to the Connecticut State Standards, at an appropriate level of challenge to advance the learning of all students AND provides opportunities for students to extend learning beyond the objective.	9.2
	9.3 Lesson materials and activities are not aligned with the Connecticut State Standards for the grade level and lesson objective.	9.3 Lesson materials or activities are not aligned with the Connecticut State Standards for the grade level and lesson objective.	9.3 Lesson materials and activities are aligned with the Connecticut State Standards for the grade level and lesson objective.*	9.3 Lesson materials and activities are aligned with the Connecticut State Standards for the grade level and lesson objective AND provides choices for students.*	9.3
	9.4 Teacher's lesson design does not provide any opportunity for cognitive engagement.	9.4 Teacher's lesson design provides minimal opportunities for students to develop critical, creative thinking, problem-solving, and decision-making skills.	9.4 Teacher lesson promotes the development of critical, creative thinking, problem-solving and decision-making skills and deeper understanding of concepts.*	9.4 Teacher lesson promotes the development of critical, creative thinking, problem-solving, and decision-making skills AND provides opportunities for students to apply and/or extend learning to other situations.*	9.4

NLPS STANDARD 10:					
<i>Assessment - .Teacher adjusts instruction as necessary in response to individual and group performance.</i>					
<i>CCT Rubric: 3c</i>	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)	EVIDENCE (For Every Indicator)
<i>*Aligned to Connecticut SEED, Rubric for Effective Teaching, 2014: Domain 2 –</i>	10.1 No evidence that teacher uses explicit data (test, quizzes, writing samples, etc.) or implicit data (questioning, non-verbal cues etc.) to gauge the progress of students and monitor understanding.	10.1 Teacher uses <u>only</u> implicit data (questioning, non-verbal cues etc.) to gauge the progress of students and monitor understanding.	10.1 Teacher uses explicit data (test, quizzes, writing samples, skill demonstration etc.) and implicit data (questioning, non-verbal cues etc.) to gauge the progress of students and monitor understanding.*	10.1 Teacher uses explicit data (test, quizzes, writing samples, skill demonstration etc.) and implicit data (questioning, non-verbal cues etc.) to gauge the progress of ALL students and monitor understanding, including students' use of explicit and implicit data to monitor their own progress.*	10.1

<i>Planning for Active Learning</i>	10.2 Teacher does not provide feedback to extend learning (either orally or in writing) during the lesson.	10.2 Teacher provides feedback (either orally or in writing) that is not targeted for growth.	10.2 Teacher provides feedback to extend learning (either orally or in writing) targeting areas for growth.*	10.2 Teacher provides feedback to extend learning (either orally or in writing) targeting areas for growth AND provides opportunities for students to self-assess or share feedback with peers.*	10.2
	10.3 Teacher does not use students' errors, comments or misunderstandings as an opportunity to clarify materials, assignments, and/or instruction.	10.3 Teacher <u>missed more than one opportunity</u> to use students' errors, comments or misunderstandings as an opportunity to clarify materials, assignments, and/or instruction.	10.3 Teacher uses students' errors, comments or misunderstandings as an opportunity to clarify materials, assignments, and/or instruction.*	10.3 Teacher <u>anticipates</u> and uses students' errors, comments or misunderstandings to clarify materials, assignments, and/or instruction.*	10.3
	10.4 Teacher does not articulate expectations and criteria for assessment.	10.4 Teacher is <u>unclear</u> when articulating expectations and criteria for assessment.	10.4 Teacher articulates expectations and criteria for assessment in a clear manner.	10.4 Teacher uses multiple modes (e.g. use of exemplar samples, student created rubrics, example/non-example, etc.) to articulate expectations and criteria for assessment in a clear manner, including an opportunity for students to restate expectations.*	10.4
Areas for Growth (Areas in which teachers did meet the standard, but feedback is provided for continuous growth):					
Recommendations:					
Additional Comments:					

FORM C – OBSERVATION FORM – Student and Educator Support Specialist Staff

Domain 1: Learning Environment, Engagement and Commitment to Learning						
<i>Indicator 1a: Promoting a positive learning environment that is respectful and equitable.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.	
	Respect for learner diversity	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental difference.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.	
	Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.	
	High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 1: Learning Environment, Engagement and Commitment to Learning						
<i>Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior resulting that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly respond to misbehavior.	
	Promoting social and emotional competence	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies and take responsibility for their actions.	

Domain 1: Learning Environment, Engagement and Commitment to Learning						
<i>Indicator 1c. Maximizing service delivery by effectively managing routines and transition.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 2: Planning for Active Learning						
<i>Indicator 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Standards Alignment	Designs plans that are misaligned with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that are partially aligned with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.	
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence based practice.	Designs plans that challenge learners to apply learning to new situations.	
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and to support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.	
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are not targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to develop their own objectives.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 2: Planning for Active Learning						
<i>Indicator 2b: Developing plans to actively engage learners in service delivery.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.	
	Resources and flexible groupings and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources or groupings that actively engage learners or support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.	

Domain 2: Planning for Active Learning						
<i>Indicator 2c: Selecting appropriate assessment strategies to identify and plan learning targets.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.	
	Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.	
	Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 3: Service Delivery						
<i>Indicator 3a. Implementing service delivery for learning.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Purpose of Service Delivery	Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.	
	Precision of service delivery	Delivery of service is inconsistent with planning.	Delivery of service is inconsistent with some but not all services as planned.	Delivery of service is consistent and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.	
	Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.	
	Level of challenge	Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behaviors to multiple situations, as appropriate.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 3: Service Delivery

Indicator 3b. Leading student/adult learners 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	EVIDENCE (For every attribute)
ATTRIBUTES	Strategies, tasks and questions	Uses tasks and questions that do not engage learners in purposeful learning.	Uses tasks and questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks and questions to actively engage the majority of learners in constructing new learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.	
	Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings that actively engage some, but not all, learners and support new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction, and choice of available resources or flexible groupings.	
	Learner responsibility and independence	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider-directed, and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 3: Service Delivery						
<i>Indicator 3c. Assessing learning, providing feedback and adjusting service delivery.</i>						
ATTRIBUTES		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
	Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicate general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.	
	Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.	
	Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.	
	Adjustments to service delivery	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 4: Professional Responsibilities and Leadership

Indicator 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.

		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
ATTRIBUTES	Self-evaluation/ reflection	Does not self-evaluation/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but take limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and the impact on learning; identifies and takes effective action to improve professional practice.	Uses ongoing self-evaluation/reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	
	Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.	
	Professional learning	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 4: Professional Responsibilities and Leadership

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

		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
ATTRIBUTES	Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.	
	Ethical conduct	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	
	Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.	
	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.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner 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.	

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

Domain 4: Professional Responsibilities and Leadership

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

		Below Standard	Developing	Proficient	Exemplary	EVIDENCE (For every attribute)
ATTRIBUTES	Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.	
	Stakeholder engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.	
	Culturally responsive communications with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally response communications with stakeholders.	
Areas for Growth (Areas in which teachers did meet the standard, but feedback is provided for continuous growth):						
Recommendations:						
Additional Comments:						

(Observation Form adapted from the CCT Rubric for Effective Service Delivery 2015)

School:

Grade:

Subject:

Student Growth Objectives 45%

Provide your overall assessment of progress toward your Student Growth Indicator(s).

Describe what you have done that produced these results.

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

What professional learning and/or other type of support would help you to achieve your goals?

How would you rate your performance?

Exceeded

Met

Partially met

Did not meet

Whole School Learning Indicators or Student Feedback 5%

Provide your overall assessment of progress toward your Whole School Learning Indicators or Student Feedback.

Describe what you have done that produced these results.

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

What professional learning and/or other type of support would help you to achieve your goals?

How would you rate your performance?

Exceeded

Met

Partially met

Did not meet

Observation of Educator Performance and Practice 40%

Provide your overall assessment of progress toward your Observation of Educator Performance and Practice.

Describe what you have done that produced these results.

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

What professional learning and/or other type of support would help you to achieve your goals?

How would you rate your performance?

Exceeded

Met

Partially met

Did not meet

Parent or Peer Feedback including survey 10%

Provide your overall assessment of progress toward your Parent or Peer Feedback.

Describe what you have done that produced these results.

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

What professional learning and/or other type of support would help you to achieve your goals?

How would you rate your performance?

- Exceeded

- Met

- Partially met

- Did not meet

All required fields should be completed before the form can be finalized.

Form D - End-of-year Summative Educator Self-Assessment

Educator Name:	School:	Date:
	Grade:	
	Subject:	

Educator Self-Assessment/Reflection

Describe the results and provide evidence for each component:

- (a) provide your overall assessment of progress toward the objective,
- (b) describe what you have done that produced these results,
- (c) describe what you have learned and how you will use it going forward,
- (d) what professional learning and/or other type of support would help you to achieve your goals.

Write your reflection in the appropriate boxes below. Using the rubric, indicate your progress toward goal in each area, using the check boxes below.

Student Growth Indicators			
Student Growth and Development (45%)			
SLO #1:			
SLO #2 (optional):			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Whole-School Student Learning Indicators or Student Feedback (5%)			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>

Educator Practice Indicators			
Observation of Educator Performance and Practice (40%)			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Parent or Peer Feedback including surveys (10%)			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>

<i>Educator:</i>	<i>Date:</i>
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Form E - Summative Evaluation – Teachers

Educator Name:	School:	Date:
	Grade:	Subject:

Revised CCT Rubric for Effective Teaching, Domain 4:	
	Performance Level
Revised CCT Rubric for Effective Teaching, Domain 4:	
	Average Rating:

Ten Researched-Based Strategies	
	Performance Level
1. Lesson Development	
2. Initiation	
3. Closure	
4. Positive Learning Environment	
5. Appropriate Standards for Behavior	
6. Student Engagement	
7. Routines and Transitions	
8. Appropriate Questioning Strategies	
9. Appropriate Lesson Content	
10. Assessment	
Average Rating:	

Rating Average Ranges	Observation Standard Score
1.0 – 1.5	1
1.6 – 2.4	2
2.5 – 3.4	3
3.5 – 4.0	4

SUMMATIVE RATING FOR OBSERVATION

	Score (avg.)	Weighting	Weighted Score
Revised CCT Rubric for Effective Teaching (Domain 4)		10%	
10 Research Based Standards		90%	
		Total Score:	

Parent Engagement Goal:

Check the box that best indicates the attainment of this parent engagement goal.

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
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EVALUATOR:

Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.

Area for Continued Growth:

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice		40%	
Parent Feedback		10%	
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			
*EDUCATOR PRACTICE INDICATOR RATING:			.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Student Learning Objectives (45%)

Evaluator:

Check the box that best indicates the attainment of each objective. If the objective has multiple indicator use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective #1:				
IAGD 1	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 2	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 3	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				
Student Learning Objective #2 (optional):				
IAGD 1	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 2	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 3	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				

NOTE: For teachers who opt to write two SLOs, the final student growth and development rating 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).

Final SLO Rating:

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
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Whole-School Learning Indicators:

Check the box that best indicates the attainment of this parent engagement goal.

Exceeded (4) Met (3) Partially Met (2) Did Not Meet (1)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student-Related Outcomes (SLOs)		45%	
Whole-School Student Learning Indicator		5%	
TOTAL STUDENT RELATED INDICATOR POINTS			
*STUDENT OUTCOME INDICATOR RATING:			

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student-Related Outcome Indicator Points	Educator Practice / Student-Related Outcome Indicator Rating
175-200	Exemplary
127-174	Proficient
81-126	Developing
50-80	Below Standard

FINAL SUMMATIVE RATING: Use the Summative Rating Matrix to determine the final summative rating.

Summative Rating Matrix

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

Adjustment Summative Rating

Exemplary (4) Proficient (3) Developing (2) Below Standard (1)

Target Areas for Professional Growth:

<i>Educator</i>	<i>Date</i>
<i>Evaluator</i>	<i>Date</i>

Form E - Summative Evaluation – Student Educator Support Specialist Staff

Educator Name:	School:	Date:
	Grade:	Subject:

EDUCATOR PRACTICE RATINGS: (50%)

SUMMATIVE RATING FOR OBSERVATION

	Score (avg.)	Weighting	Weighted Score
Domain 1: Environment, Student Engagement and Commitment to Learning			
Domain 2: Planning			
Domain 3: Assessment for Service Delivery			
Domain 4: Service Delivery			
		Total Score:	

Parent Engagement Goal:

Check the box that best indicates the attainment of this parent engagement goal.

Exceeded (4) | Met (3) | Partially Met (2) | Did Not Meet (1)

EVALUATOR:

Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.

Areas for Continuous Growth

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice		40%	
Parent Feedback		10%	
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			
*EDUCATOR PRACTICE INDICATOR RATING:			.

*See rating table below for indicator ratings.

STUDENT-RELATED OUTCOME RATING: (50%)

Evaluator:

Check the box that best indicates the attainment of each objective. If the objective has multiple indicator use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective #1:				
IAGD 1	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 2	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 3	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				
Student Learning Objective #2 (optional):				
IAGD 1	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 2	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 3	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				

NOTE: For teachers who opt to write two SLOs, the final student growth and development rating 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).

Final SLO Rating:

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
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Whole-School Learning Indicators:

Check the box that best indicates the attainment of this parent engagement goal.

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
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Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)		45%	
Whole-School Student Learning or Student Feedback		5%	
TOTAL STUDENT RELATED INDICATOR POINTS			
*STUDENT OUTCOME INDICATOR RATING:			

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
175-200	Exemplary
127-174	Proficient
81-126	Developing
50-80	Below Standard

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix to determine the final summative rating.

Summative Rating Matrix

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

Adjustment Summative Rating

Exemplary (4)
 Proficient (3)
 Developing (2)
 Below Standard (1)

Target Areas for Professional Growth:

<i>Educator</i>	<i>Date</i>
<i>Evaluator</i>	<i>Date</i>

Form F - Assistance Plan Notification of Change of Evaluation Status

Name of Evaluatee: _____ Grade/Subject/School: _____

Name of Evaluator: _____ Date: _____

1. You are being assigned to
____ Level II Assistance
____ Level III Intensive Assistance

of the New London Teacher Assistance Plan to ensure that you meet the standards contained in the evaluation plan. Your evaluator will schedule a conference with you within 5 working days.

2. Identification of the standard not met, including supporting data:

3. A conference to develop an action plan has been scheduled for (time, place, date):

(Teachers are encouraged to contact their NLEA representative for support and assistance throughout this process.)

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

Sign and return to your evaluator, confirming your receipt and attendance at the conference.

Copies are maintained for the personnel file. A copy of this document will be forwarded to the Superintendent.

Form G - Assistance Plan

Name of Evaluatee: _____ Grade/Subject/School: _____

Name of Evaluator: _____ Date: _____

1. Purpose: The purpose of this level is to provide the support necessary to ensure that the teacher meets the standards (*Common Core of Teaching* and Job Description).

2. Process:

- a. Teacher received written notification on _____.
- b. Identification of concern(s) related to standards:

c. Specified/expected improvement objectives:

Expectations/Objectives	Action Steps	Monitoring Steps/How action steps will be assessed?	Expected Completion Date	Support

Conference Dates	Improvement/Changes Noted

Signature of Evaluator: _____ Date _____

Signature of Evaluatee: _____ Date _____

Others Present: _____

Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.

Form H- Assistance Plan Summary

(To be completed by evaluator within 60 days of placement of teacher)

Name of Evaluatee: _____ Grade/Subject/School: _____

Name of Evaluator: _____ Date: _____

1. The Assistance Plan:

___ Has been achieved

___ Has resulted in little or no change

2. Comments (Evaluator comments on assistance plan--process and content)

3. Comments (Evaluatee comments on assistance plan--process and content)

4. Recommendations:

___ Teacher returns to Teacher Evaluation Process.

___ Teacher is placed on Intensive Assistance.

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.

Form J - Intensive Assistance Plan Summary

(To be completed by evaluator within 45 days of placement of teacher)

Name of Evaluatee: _____ Grade/Subject/School: _____

Name of Evaluator: _____ Date: _____

1. The Intensive Assistance Plan:

___ Has been achieved

___ Has resulted in little or no change

2. Comments (Evaluator comments on assistance plan--process and content)

3. Comments (Evaluatee comments on assistance plan--process and content)

4. Recommendations:

___ Teacher returns to Teacher Evaluation Process.

___ Data on the lack of progress is forwarded to the Superintendent with a recommendation for termination.

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:					
INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.					
				EXEMPLARY	
rJ}	Self-evaluation/ reflection	BELOW STANDARD Does not self-evaluate or reflect on how practice affects learning.	DEVELOPING Self-evaluates effects of practice and impact on learning, but takes limited or ineffective action to improve individual practice.	PROFICIENT Self-evaluates effects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	EXEMPLARY Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
	Professional learning	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for teaming 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/adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
VJ (-) E- I E-	Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
	Stakeholder ¹ engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.
	Culturally responsive communications ¹⁷ with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.

Professional Responsibilities (Non-Instructional)

Additional guidance on how an evaluator would apply the Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015, Domain 4 are shown below:

We recognize that professional responsibilities directly impact instruction and student achievement. The quality of our approach to non-instructional responsibilities conveys the overall expectations to students about what being a professional means. Our actions, appearance, and demeanor all support a climate that leads to student success. New London Public Schools defines professional responsibilities as: (1) attendance, (2) reliability/punctuality, (3) professionalism, (4) judgment, (5) teamwork/collaboration, (6) communication, and (7) openness to self-improvement. *In this section, the term “teacher” refers to both teaching and related services staff.*

Expectations or definitions of professional responsibilities include:

Attendance:

- **Daily Attendance:** There is a direct correlation between teacher attendance, effective instruction, and student achievement. It is expected that teachers will follow all contractual definitions for reporting absences. Excessive absenteeism is defined as exceeding the contractual limit for absences (15 days) not due to an illness in a contractual year and/or if a pattern of absenteeism is identified (e.g., every Friday, before holidays, etc.).
- **Attendance at Professional Learning/Afterschool Meetings:** Professional learning opportunities provide Continuing Education Units (CEU’s) and allows for professional growth to support improvement efforts. All teachers are expected to attend all contractual afterschool meetings and designated professional learning opportunities (e.g., Professional Development Days, Professional Learning Communities, Data Teams, etc.). Scheduling of non-emergency medical or personal appointments, etc. should not conflict with the scheduled dates and/or times. Family arrangements need to be made in advance so as not to conflict with scheduled meetings.

Reliability/Punctuality:

- **Reliability:** Teachers are expected to carry out assignments conscientiously and punctually as directed by building administration. Examples include: Entering data into the student information system, daily attendance, grades/report cards, duties, information needed for Planning and Placement Team Meetings (PPTs), lesson plans, SRBI documentation, etc.
- **Daily Punctuality:** Teachers are expected to arrive at and depart from school according to the “teacher” hours designated in the staff handbook. Teachers are expected to arrive to class on time.
- **Meeting Punctuality:** Teachers are expected to arrive and leave all meetings according to administrative directives and contractual agreements.

Professional Conduct:

Teachers will maintain a professional demeanor and appropriate boundaries/interactions with students, parents and staff. Violations of appropriate boundaries/interactions with students and parents include: (1) flirting with students or family members, (2) texting, phoning or emailing students, and families in any type of personal nature, (4) providing personal email addresses, (5) sharing intimate information about a teachers’ personal life, (6) sharing personal social networking pages with students and/or parents, (7) using sarcasm, (8) making derogatory comments related to racial, gender, ethnicity, and or sexual orientation, (9) using profanity, (10) transporting students without permission from an administrator and/or without another adult in the vehicle, (11) leaving your students unsupervised, (12) using cell phones in front of students. *If a student shares sensitive information, the teacher should not discuss the issue with the student, but refer the matter to appropriate personnel. Appropriate personnel could include: the building administrators, school social workers, school psychologist, school counselors and/or nurse.*

Judgment:

Teachers are expected to adhere to ethical behavior. This includes following all district policies, procedures, and State and federal laws. Judgment includes respecting confidentiality. Teachers should not discuss publicly any confidential student, family or staff information outside of a meeting designated for that purpose. Student records should not be distributed to any parties outside of district policies or procedures.

Teamwork/Collaboration:

Teachers are important members of teams and committees. Expectations include: (1) acting as a contributing member of the team, (2) being punctual and prepared for all team meetings, (3) adhering to established group norms, (4) refraining from use of personal electronic devices, (5) implementing the common agreements, and (6) being a reflective listener.

Communication:

Teachers are expected to inform administration of any concerns, share valuable ideas, and seek assistance and/or suggestions when needed. Teachers are expected to check email and voicemail daily. Teachers are expected to follow the district Acceptable Use Policy.

Openness to Self-Improvement:

Teachers are expected to listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms. It also includes seeking out effective teaching ideas from supervisors, colleagues, and research.

Teachers will be evaluated on meeting standards of the Professional Responsibilities (non-instructional) as part of their mid-year reflection conference and final evaluation.

If a concern, regarding professional responsibility (non-instructional), is identified by the evaluator (within and outside of the mid-year conference and final evaluation), the following action steps will be taken:

1. A verbal conversation regarding the concern.
2. Written documentation stating the area of concern, expectations for behavior, a timeframe for completion of the expectations and the support provided to meet the expectations (Awareness Level).
3. A formal directive will be issued and the teacher will be placed on the Assistance Level of Support.

If the severity of the concern, as determined by the building administration, involves issues of student safety, safety of the learning environment or some other blatant violation of expectation of professional responsibilities (non-instructional), the teacher may be placed directly on the 2nd or 3rd step.

CONNECTICUT CODE OF PROFESSIONAL RESPONSIBILITY FOR EDUCATORS

*Regulations of Connecticut State Agencies
Section 10-145d-400a*

(a) PREAMBLE

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

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

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

(b) RESPONSIBILITY TO THE STUDENT:

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

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

(c) RESPONSIBILITY TO THE PROFESSION:

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

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

(d) RESPONSIBILITY TO THE COMMUNITY

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

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

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

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

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

UNPROFESSIONAL CONDUCT*

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

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

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

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

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

- (A) Exploit the educational institution for personal gain;
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
- (C) Knowingly misrepresent facts or make false statements.

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

Professional Development

The General Assembly passed An Act Concerning Educational Reform, Public Act 12-116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: Public Act No. 12-116. The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

Continuation of the Professional Educator Certificate

Effective July 1, 2012, continuing education units (CEUs) will not be required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July 1, 2012, for a continuation of the professional educator certificate will no longer be required to provide verification of completion of CEUs. Form ED 179 Application for Continuation of Professional Educator Certificate has been revised to reflect this change.

Degree Requirements for the Professional Educator Certificate

Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

Program of Professional Development (PD) Requirements

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below is not required until 2013-2014, we strongly encourage district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process. In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

(a) Requirements for PD (effective 7/1/13)

- Provide a minimum of 18 hours annually of PD;
- Preponderance of small group or individual instructional setting;
- Comprehensive, sustained and in intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
- Focus on refining and improving various effective teaching methods that are shared between and among educators;
- Foster collective responsibility for improved student performance; and
- Shall be comprised of professional learning that meets the following criteria-
 - aligns with rigorous state student academic achievement standards;
 - conducted among educators at the school and facilitated by principals; coaches, mentors, distinguished educators, or other appropriate teachers;
 - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
 - includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

(b) Planning of PD

- Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10-220a for implementation starting the 2013-2014 school year;
- Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education;
- The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education; and
- Focus of Activities:
 - determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
 - based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
 - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
 - include strategies to improve English language learner instruction into instructional practice; and
 - include during each five year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

(c) Attestation to CSDE about PD Program

- The CSDE will develop a process for districts to provide attestation about planning, qualification of professional development providers, and communication, evaluation and documentation of PD activities. Over the next year, CSDE will work with superintendents/stakeholders to develop this attestation process for implementation in the 2013-2014 school year.
- Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "served successfully" will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

(d) CSDE Audit of PD Program and Fine for Noncompliance

- The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A.12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which noncompliance is determined. The forfeiture may be waived if the noncompliance is determined to be due to circumstances beyond the control of the school district.

(e) Alliance Districts

- The CSDE especially requests and requires that Alliance Districts develop plans and protocols for evaluation-informed PD per (d) above.

Management of Professional Development Data

Many school districts have purchased and used specific software to manage CEU data. With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluations and based on student outcomes. This may be a specific matter you wish to discuss with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: <http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm>

Educator Certificate Information and Applications:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|#45442>

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Connecticut Districts Evaluation Plans:

- Capital Region Education Council (CREC)
- Farmington Public Schools
- New Canaan Public Schools
- New Fairfield Public Schools
- New London Public Schools
- Newington Public Schools
- Region 15
- West Hartford Public Schools
- Branford Public Schools
- Newark Public Schools (NJ)

Other Public Schools:

- Winchester Public School, Virginia
- Hampton City Public Schools, Virginia
- Hampton City Public Schools, Virginia
- St. John Parish School System, Louisiana