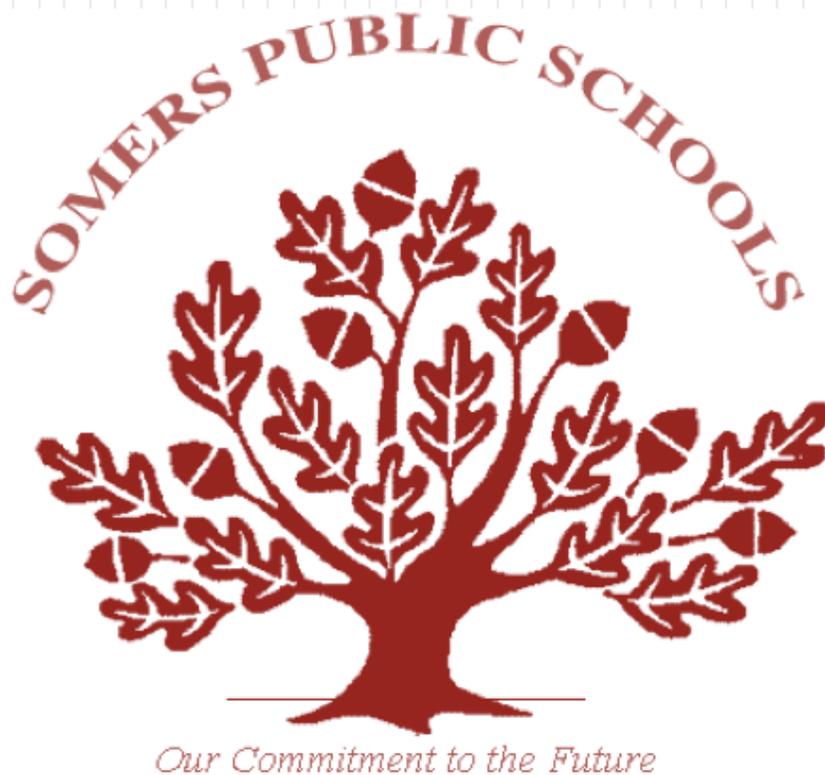


Somers Public School's System for Educator Evaluation and Development



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BASED ON THE STATE OF CONNECTICUT

SEED MODEL

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TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

This document outlines the model for the evaluation and development of teachers in the Somers Public Schools. It is based off of the SEED model, which is based on the Connecticut Guidelines for Educator Evaluation and on best practice research from around the country. This educator evaluation and support system will take effect at the beginning of the 2018-2019 school year for all certified staff.

Purpose and Rationale of the Evaluation System

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

Core Design Principles

The following principles guided the design of this system.

- ***Consider multiple, standards-based measures of performance***
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. This model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent or peer feedback (10%) and school-wide student learning (5%). These categories are grounded in research-based standards: the Common Core State Standards; The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments; and locally-developed curriculum standards.
- ***Promote both professional judgment and consistency***
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers interact with students; and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the 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***
This model hinges on improving the professional conversation between and among teachers and the administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- ***Encourage aligned professional development, coaching and feedback to support teacher growth***
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

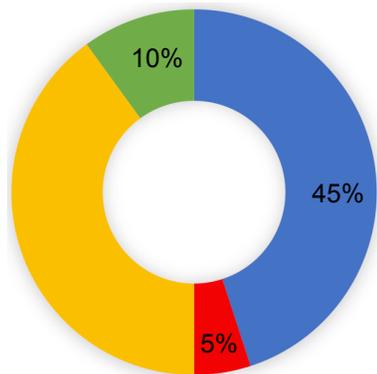
The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- (a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and twelve components of teacher practice
- (b) **Parent or peer feedback (10%)** on teacher practice through parent surveys or peer observation aligned with the Connecticut Framework for Teacher Evaluation and Support.

2. Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO), and
- (b) **School-wide measures of student learning** as determined by school-wide or district-wide initiatives that support student learning such as MTSS, curriculum writing, UDL, etc. **(5%)**.



- Teacher Practice
- Observation of Teacher Performance & Practice
 - Parent or Peer Feedback
- Student Outcomes
- Student Growth & Development
 - School-wide Measures of Student Learning

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

Exemplary

Substantially exceeding indicators of performance.

Accomplished

Meeting indicators of performance.

Developing

Meeting some indicators of performance but not others.

Below Standard

Not meeting indicators of performance.

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. All teacher evaluation documentation should be submitted digitally to evaluator at least 24 hours in advance of scheduled conferences.



Goal-Setting and Planning:

Timeframe: Must be completed by **October 15**

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent or peer feedback goal, a student-learning objective (SLO), and a whole-school goal for the school year. The teacher may collaborate in grade-level or subject-area teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: **January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective (SLO) 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, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLO to accommodate changes (e.g., student populations, assignment). They can also discuss actions that the teacher may take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: April through June; must be completed by **June 1st for tenured teachers and by April 1st for non-tenured teachers.**

1. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating.
3. ***End-of-Year Conference*** – The evaluator and the teacher 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 by June 30th for tenured teachers and by April 30th for non-tenured teachers

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary evaluators are members of the certified staff. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary evaluators must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators, including complementary observers, are required to complete extensive training on the evaluation model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performance. The Somers Public Schools will provide evaluators with training opportunities and tools throughout the year to support the implementation of this model across our schools. The District will ensure that evaluators are proficient in conducting teacher evaluations.

At the request of an employee, the District will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, the District or its designee will determine a final summative rating.

Additionally, there is an annual audit of evaluations. “The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected.” The District is required to comply with these audit requests and will provide the requested evaluation files.

SUPPORT AND DEVELOPMENT

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

Evaluation-Based Professional Learning

Throughout the evaluation process, every teacher will be identifying their professional learning needs in mutual agreement with his/her evaluator that support their goal and objectives. The identified needs will serve as a foundation for ongoing conversations about his/her practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. Once identified, the teacher will have multiple options for addressing their professional learning needs:

- They may access the district's professional development library and use the books, DVDs and coaching materials contained therein.
- They may avail themselves of on-line professional learning opportunities aligned to their individual needs.
- They may participate in district provided professional development targeted to their specific area(s) of concern and / or district and school-wide goals.
- They may also seek out-of-district professional learning experiences as time and funding allows.

Time during the District's regularly scheduled professional development days will be made available for teachers to pursue some of these professional learning opportunities, while additional time may be requested through the professional development request process.

Improvement and Remediation Plans

If a veteran* teacher's performance is rated as *developing* or *below standard*; or if a novice* teacher's performance is rated as *below standard* or as *developing* more than twice, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan must be developed in consultation with the teacher and his/her exclusive bargaining representative.

Improvement and remediation plans must:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes;
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered

- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of *accomplished* or better at the conclusion of the improvement and remediation plan.

* A novice teacher is a teacher in the first four years of their career and a veteran teacher is a teacher with more than four years of experience in the field of teaching.

The district may use a system of stages or levels of support. For example:

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

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators half of the teacher evaluation system evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

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

These categories will be described in detail below.

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

The Teacher Performance and Practice category of the system is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs, and to tailor support to meet those needs.

Teacher Practice Framework

The teacher practice framework used in this system will be the Common Core of Teaching Rubric for Effective Teaching. It represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

The Common Core of Teaching Rubric for Effective Teaching is organized into four domains, each with 3 components. Forty percent (40%) of a teacher's final annual summative rating is based on his/ her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Common Core of Teaching Instrument and Rubric

<p>Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <ul style="list-style-type: none"> • 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. • 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. • 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>Domain 2: Planning for Active Learning</p> <ul style="list-style-type: none"> • 2a. Planning of instructional content is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge. • 2b. Planning instruction to cognitively engage students in the content. • 2c. Selecting appropriate assessment strategies to monitor ongoing student progress.
<p>Domain 3: Instruction for Active Learning</p> <ul style="list-style-type: none"> • 3a. Implementing instructional content for learning. • 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidenced based learning strategies. • 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>Domain 4: Professional Responsibilities and Teacher Leadership</p> <ul style="list-style-type: none"> • 4a. Engaging in continuous professional learning to impact instruction and student learning. • 4b. Collaborating to develop and sustain a professional learning environment to support student learning. • 4c. Working with colleagues, students and families to develop and sustain a positive school climate and support student learning.

*Student and Education Support Specialists have the option of using the SESS Rubric on page 53.

Observation Process

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

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore, in the teacher evaluation system:

- Each teacher should be observed between 2 and 4 times per year through both formal and informal observations as defined below.
 - **Formal:** Scheduled observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
 - **Informal:** Scheduled or non-scheduled observations that last at least 10 minutes and are followed by written and/or verbal feedback.
 - **Non-classroom observations/reviews of practice include but are not limited to:** Observations of professional meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.
- All observations should be followed by feedback, based on the type of observation. Feedback should be either verbal, written or both, and provided within five school days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that some observations be unannounced.
- Evaluators can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. A summary of requirements follows:

Scenarios	Goal setting Deadline	# of Observations	Meetings
Tenured Proficient or Above	October 15	1 formal classroom observation every 3 years. Informal observations in each of the other years. Yearly Review of Practice	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback. Informal observations must include post-conference with written feedback by evaluator.
Tenured Developing / Below Standard	October 15 or within 1 month of return date	Refer to Support Plan or minimum 3 formal classroom observations Yearly Review of Practice	All observations include Pre and Post-observation conferences
Tenured January 1 entry Proficient or Above	Goal to be determined within 1 month of return date	1 informal observation Yearly Review of Practice	Informal observations must include post-conference with written feedback by evaluator.
Tenured March 1 entry Proficient or Above	N/A	Yearly Review of Practice	N/A
PT/tenured (.5 FTE or below) Proficient or Above	October 15	1 formal observation Yearly Review of Practice	All observations include Pre and Post-observation conferences
Tenured/PT (.5 FTE or below) January 1 entry Proficient or Above	Goal to be determined within 1 month of return date	1 informal observation Yearly Review of Practice	Informal observations must include post-conference with written feedback by evaluator.
Tenured/PT (.5 FTE or below) March 1 entry Proficient or	N/A	Yearly Review of Practice	N/A

Above			
Scenarios	Goal setting Deadline	# of Observations	Meetings
Non-tenured	October 15	3 formal observations <i>*TEAM participants do not complete a Review of Practice</i>	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback.
PT (.5 FTE or below) Non-tenured	October 15	1 formal observation 1 informal observation <i>*TEAM participants do not complete a Review of Practice</i>	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback. Informal observation requires post-conference conference and feedback.
Non-tenured Entry after November 1st	Goal to be determined within 1 month of start date	For January 1st entry, 2 formal observations. If start date is after the 3 rd quarter, then 1 formal observation.	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback.
Non-tenured/PT (.5 FTE or below) Entry after November 1st	Goal to be determined within 1 month of start date	For January 1st entry, 2 formal observations. If start date is after the 3 rd quarter, then 1 formal observation.	Formal observations must include pre/post conferences that include teacher reflection as well as written and verbal feedback.

Pre-conferences and Post-conferences

Post-conferences provide a forum for reflecting on the observation against the Common Core of Teaching Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- provides an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within a timely manner, typically within five business days.

Classroom observations provide the most evidence for domains 1 and 3 of the Common Core of Teaching Rubric for Effective Teaching. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the CCT Rubric for Effective Teaching. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, professional meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and reflections on professional development or school-based activities/events.

Feedback

Evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback may include:

- specific evidence and ratings, where appropriate, on observed components of the Common Core of Teaching Rubric for Effective Teaching;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline (page 7) section, teachers develop one practice and performance focus area that is aligned to the Common Core of Teaching Rubric for Effective Teaching. This goal provides a focus for the observations and feedback conversations throughout the year.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *accomplished* or *exemplary* on the Common Core of Teaching Rubric for Effective Teaching. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 5c: Comprehensive data analysis, interpretation and communication) that all teachers will include as one of their goals.

Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound	SMART Goal Example for Teacher Performance and Practice (40%): By June 2029, I will use high-order thinking, questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.
Additional information on SMART Goals can be found in Appendix A – Page 27	

Template for Setting SMART Goals.

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

See **Appendix C – Pages 29-31** for additional information.

Category #2: Parent or Peer Feedback (10%)

Parent Feedback

Feedback from parents can be used to help determine the 10% of the Teacher Practice Indicators category.

The process for determining the parent feedback rating includes the following steps:

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

For additional information on the process see **Appendix D – Pages 32-33**

Peer Feedback

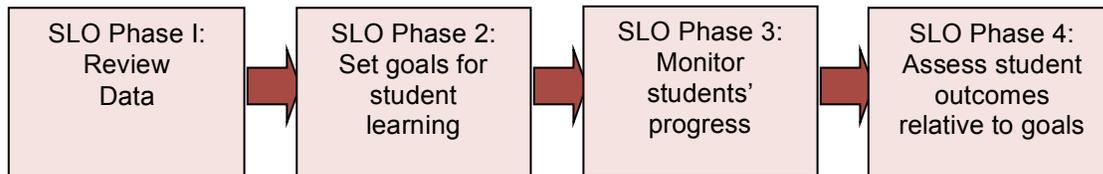
Feedback from peers can, likewise, be used to determine 10% of the Teacher Practice Indicators focus area. Teachers who opt to use peer feedback instead of parent feedback will have to make that decision at the beginning of the school year in consultation with their evaluator. All peer evaluations must be scheduled by November 15th to ensure adequate substitute coverage for the peer evaluator, although the observations themselves can take place at any point in the year. Should teachers choose this option, they must seek one of the certified peer evaluators within their building.

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

Overview of Student Learning Objectives (SLOs)

Somers has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year. SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

SLOs in this evaluation system will support teachers in using a planning cycle that will be familiar to most educators:



Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDS is made through mutual agreement between the teacher and his/her evaluator. The four SLO phases are described in **Appendix F – Pages 35-40**.

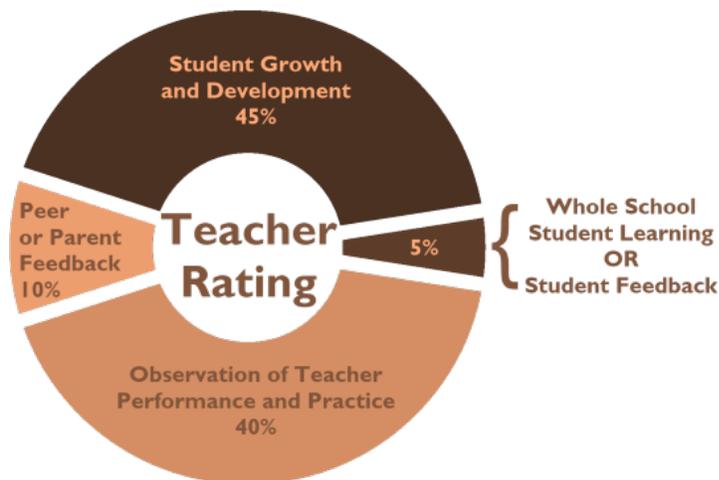
Category #4: School-Wide Student Learning Indicator (5%)

School-wide measures of student learning as determined by school-wide or district-wide initiatives that support student learning such as MTSS, curriculum writing, UDL, etc. Summative Teacher Evaluation Scoring

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts 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.

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

Rating Table

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

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicator or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLO)	3.5	45	157.5
School-wide Student Learning Indicator or Student Feedback	3	10	30
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			187.5

Rating Table

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

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

- 4) In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a “*not rated*” designation for said school year.

Summative Rating Matrix

		<i>Teacher Practice Related Indicators Rating</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>Student Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Developing
	Below Standard	<i>Gather further information</i>	Developing	Developing	Below Standard

Effective and Ineffective Teaching

Teachers are expected to maintain a rating of *accomplished* or higher in order to be deemed effective. Novice teachers (years 1-4) are deemed effective if the educator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *accomplished* ratings in years three and four.

A post-tenure educator shall be deemed **ineffective** if the teacher receives two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel, composed of the superintendent (or his / her designee), teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or the professional development plan. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Core Requirements for the Evaluation of Student and Educator Support Specialist

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, evaluators shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Evaluators shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
 - b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

- c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Effective Service Delivery Rubric will be used but not limited to the following staff:

- Special Education Teachers
- Interventionists
- Speech Language Pathologists
- School Counselors
- Psychologists
- Social Workers
- Behavior Specialists
- Library Media Specialists

These rubrics are included in **Appendix II – Pages 53-63.**

Framework for Teacher Evaluation and Support

Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

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

SMART goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix B: Data Management Protocols

Data entered into the data management system shall be:

- Limited to artifacts, information or data identified in a teacher's evaluation plan as an indicator to be used for evaluating such individual and to optional artifacts as mutually agreed upon by the teacher and evaluator,
- Accessible to the teacher's evaluator(s), Superintendent (or his/her designee), and the Director of Curriculum. Individual teacher data may not be shared with or transferred to another district or entity (except as provided by the Connecticut General Statutes) without the teacher's consent.

Pursuant to CGS 10-151b(c) and 10-151i, the SDE maintains the right to conduct audits and to collect summative teacher ratings annually. All identifiable student data within the District's data management system is confidential and subject to state and federal laws involving student privacy and confidentiality. All individuals with access to confidential student data, be they District employees, State employees or third party organizations with access to the system are prohibited from disclosing that information in any manner outside that proscribed by law. To ensure that data is not inappropriately accessed or disclosed, the data management system used by the District will include a process for logging the names of authorized individuals who access a teacher's evaluation information

Appendix C - Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Instrument components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. It is important to note that specific evidence may not be collected for each domain.

Summative Observation of Teacher Performance and Practice Rating

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

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 12 components.
- 2) Evaluator averages components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine component ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

Consistency: What levels of performance have I seen relatively uniform, homogenous evidence for throughout the year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

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

Once a rating has been determined, it is then translated to a 1-4 score.

Below Standard = 1 and *Exemplary* = 4. See example below for Domain 1:

	Rating	Evaluator's Score
	<i>Below Standard</i>	1
	<i>Developing</i>	2
	<i>Accomplished</i>	3
	<i>Exemplary</i>	4

- 2) Average indicators with each domain to a tenth of a decimal to calculate domain-level scores

Domain	Averaged Score
1	2.8
2	3.0
3	3.0
4	2.8

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

Domain	Averaged Score
1	2.8
2	3.0
3	3.0
4	2.8
Average Score	2.9

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the domain/indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice rating.

Appendix D - Parent Feedback

1. Administration of a Whole-School Parent Survey

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

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

School districts are encouraged to work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

2. Determining School-Level Parent Goals

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

3. Selecting a Parent Engagement Goal and Improvement Targets

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

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

4. Measuring Progress on Growth Targets

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

5. Arriving at a Parent Feedback Rating

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

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

Appendix E - Peer Feedback

Peer feedback, for the purposes of determining this 10%, will be in the form of peer observation. Individuals in each building may volunteer for training to become peer observers and will be trained in the same system of observation as those members of the certified staff responsible for the Teacher Performance and Practice portion of this Indicator. Peer observers will be granted release time from their classroom duties to do their observations and complete the requisite write-ups.

As part of the process, the teacher will pick a goal for the peer evaluation and communicate that to their primary evaluator and their peer observer.

Peer observations can include a pre-conference at the discretion of the teacher being observed, but must include a post conference. At the post conference, the peer observer and the teacher will discuss the goal originally set by the teacher and the evidence collected by the peer observer relative to that goal. As is the case with the 40% portion of this indicator, the feedback should be clear, direct, supportive and constructive. It may include ratings from various portions of the Common Core of Teaching Instrument and Rubric, commendations or recommendations related to the goal and/or evidenced based suggestions for ways to improve practice.

Arriving at a Peer Feedback Rating

Since a single peer observation will not cover all aspects of the Common Core of Teaching Instrument and Rubric, progress will be measured based on a holistic look at the evidence gleaned from the observation and the post observation conference relative to the goal the teacher set for him or herself.

The final rating assigned for this category should reflect the degree to which a teacher successfully reaches his/her peer observation goal. The following scale should be applied:

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

Appendix F - Development of Student Learning Objectives (SLO)

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers know their rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

- a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b) Student scores on previous state standardized assessments
- c) Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- e) Results from diagnostic assessments
- f) Artifacts from previous learning
- g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- i) Data related to ELL students and gifted students
- j) Attendance records
- k) Information about families, community and other local contexts
- l) Conferences with students' families

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

SLO Phase 2 - Set 1 SLO (Goals for Learning)

Based on a review of district and building data, each teacher will write one SLO⁴ that addresses an identified need(s). Most teachers will develop their SLO based on standardized or non-standardized indicators. For teachers whose primary responsibility is not the direct instruction of

students, the mutually agreed upon SLO and IAGDs shall be based on the assigned role of the teacher.

A **standardized assessment** is characterized by the following attributes:

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

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

Step 1: Decide on the Student Learning Objectives

The SLO is a broad goal for student learning and expected student improvement. This goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicated a need. It should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students (when applicable based on assignment), and include specific target groups where appropriate. The SLO 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 teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of an SLO. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.
6 th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9 th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11 th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.

9th Grade English/Language Arts

Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

⁴Connecticut's Guidelines for Educator Evaluation state that teachers will write 1-4 objectives, but under the SEED model, the requirement is one objective for every teacher

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least two indicators. At least one IAGD should be based on a standardized indicator where possible. If no standardized indicators exist, then all IAGDs may be based on non-standardized indicators.

Teacher Category	One Half (17.5%) of IAGDs	One Half (17.5 %) of IAGDs
Teaches a grade or subject in which there is a district standardized test (DIBELS, AIMSweb, NWEA)	Based on the results of a district standardized indicator.*	Based on the results of a non-standardized indicator. (May include one additional standardized indicator as agreed upon with evaluator.)
Teaches a grade or subject in which there are no standardized tests	Based on the results of a non-standardized indicator.	Based on the results of a non-standardized indicator.

*One half (17.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standard-ized test score, but shall be determined through the comparison of data across assess-ments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator.

Each indicator should make clear (1) what evidence/measure of progress will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students.

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

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	78% of my students will score at the proficient or higher level on the science mastery test in March 2019.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2019.	All 17 (77%) students assessed on reading through NWEA will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade NWEA Reading in March 2019.

Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of 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 schoolwide 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 teachers in our district.

Step 3: Provide Additional Information

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

- baseline data used to determine SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessments/measures of progress teacher plans to use to gauge students' progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the teacher and evaluator mutually agree upon them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets

SLOs that are not approved must be revised and resubmitted to the evaluator within ten business days.

SLO Phase 3 - Monitor students' progress

Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

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

SLO Phase 4 - Assess student outcomes relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators, upload artifacts to EdReflect, where appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the 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 use that going forward.

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

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

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 the SLO holistically.

The final student growth and development rating for a teacher is their SLO score. The SLO rating will be shared and discussed with teachers during the End-of-Year Conference.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p> Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p>	<p> Domain 2: Planning for Active Learning</p>
<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>
<p> Domain 3: Instruction for Active Learning</p>	<p> Domain 4: Professional Responsibilities and Teacher Leadership</p>
<p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers <i>promote student engagement, independence and interdependence</i> in learning and facilitate a positive learning community by: INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
	Promoting social competence⁵ and responsible behavior	Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies ⁶ and social skills and take responsibility for their actions.

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

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

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

		<i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁷			
		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 students	Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

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

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge⁸ for all students.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Content of lesson plan⁹ is aligned with standards	Plans content that is misaligned with or does not address the <u>Connecticut Core Standards and/or other appropriate content standards</u> . ¹⁰	Plans content that partially addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an <u>appropriate level of challenge</u> .	Plans lessons that are logically sequenced and support an <u>appropriate level of challenge</u> .	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/ learning in other contexts.
	Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Designs opportunities to allow students to identify their own learning needs based on their own individual data.
	Literacy strategies¹¹	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students <u>to develop literacy skills or academic vocabulary in isolation</u> .	Plans instruction that <u>integrates literacy strategies and academic vocabulary</u> .	Designs opportunities to allow students to independently select <u>literacy strategies that support their learning</u> .

Underlined text reflects Connecticut Core Standards connections.

⁹. *Lesson plan*: a purposeful planned learning experience.

⁸. *Level of challenge*: The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy — provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work]. Hess's Cognitive Rigor Matrix — aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

¹⁰. *Content standards*: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

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

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2b: Planning instruction to cognitively engage students in the content.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	<p>Strategies, tasks and questions cognitively engage students</p> <p>Instructional resources¹⁵ and flexible groupings¹⁶ support cognitive engagement and new learning</p>	<p>Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement¹² <u>through problem-solving, critical or creative thinking, discourse¹³ or inquiry-based learning¹⁴ and application to other situations.</u></p> <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs instructional <u>strategies, tasks, and questions</u> that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.</p> <p>Selects or designs resources and/or groupings that minimally <u>engage students cognitively and minimally support new learning.</u></p>	<p>Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement.</p> <p>Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.</p>	<p>Selects or designs plans to release responsibility to the students to apply and/or <u>extend learning beyond the learning expectation.</u></p> <p>Selects or designs resources that support students' application of concepts and/or skills in other contexts.</p>

Underlined text reflects Connecticut Core Standards connections.

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
13. **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.
14. **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

15. **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
16. **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 2c: Selecting appropriate assessment strategies¹⁷ to monitor student progress.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress.

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

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

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 3a: Implementing instructional content¹⁸ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Instructional purpose	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
	Content accuracy	Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
	Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
	Literacy strategies¹⁹	Presents instruction with limited opportunities for students to <u>develop literacy skills and/or academic vocabulary.</u>	Presents instruction with opportunities for students to <u>develop literacy skills and/or academic vocabulary in isolation.</u>	Presents instruction that <u>integrates literacy strategies and academic vocabulary within the lesson content.</u>	Provides opportunities for students to independently select and apply <u>literacy strategies.</u>

Underlined text reflects Connecticut Core Standards connections.

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

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

Domain 3: Instruction for Active Learning

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and <u>that focus primarily on low cognitive demand or recall of information.</u>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are <u>of low cognitive demand and/or recall of information with limited opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.</u>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u>	Includes opportunities for students to <u>generate their own questions and problem-solving strategies, and synthesize and communicate information.</u>
	Instructional resources²⁰ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	<u>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</u>
	Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

Underlined text reflects Connecticut Core Standards connections.

20. **Instructional resources:** includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures,

audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Domain 3: Instruction for Active Learning

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for student success	Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback²¹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment²²	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

21. **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

22. **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Domain 4: Professional Responsibilities and Teacher Leadership

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Teacher self-evaluation and reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
	Professional learning²³	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

23. **Connecticut's Definition of Professional Learning:** High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Teacher Leadership

		Teachers maximize support for student learning by <i>developing and demonstrating professionalism, collaboration and leadership</i> by: INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues ²⁴	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
	Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . ²⁵	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

24. *Colleague*: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

25. *Connecticut Code of Professional Responsibility for Teachers*: A set of principles which the teaching profession expects its members to honor and follow, and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

Domain 4: Professional Responsibilities and Teacher Leadership

*Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:*
INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>
ATTRIBUTES	Positive school climate	Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
	Culturally responsive²⁶ communications	Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

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

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>▶ Domain 1: Learning Environment, Engagement and Commitment to Learning</p>	<p>▶ Domain 2: Planning for Active Learning</p>
<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p><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></p> <ul style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p>▶ Domain 3: Service Delivery</p>	<p>▶ Domain 4: Professional Responsibilities and Leadership</p>
<p><i>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:</i></p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning. 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. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

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 and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
	Respect for learner diversity²	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
	Environment supportive of risk-taking³	Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.
	High expectations for learning	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to 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.

3. Take risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

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 <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Communicating and reinforcing appropriate standards of behavior	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.
	Promoting social and emotional competence⁴	Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills and/or 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 ⁵ and social skills and take responsibility for their actions.

4. 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).

5. 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.⁶			
		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.	Establishes an environment in which learners independently facilitate routines and transitions.

6. 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

Service providers design⁷ academic, social/behavioral, therapeutic, crisis or consultative plans⁸ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

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 <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Standards alignment	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards. ⁹	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 encourage 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 data.	Designs plans using limited sources of data ¹⁰ 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 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 related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of learners.	Plans include opportunities for learners to inform the development of future objectives.

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

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

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

10. 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

<p><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></p> <p>INDICATOR 2b: Developing plans to actively engage learners in service delivery.</p>					
		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 provide opportunities for learners to apply or extend learning to new situations.
	Resources¹¹ and/or flexible groupings¹² and new learning	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

11. **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.

12. **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

<p><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></p> <p>INDICATOR 2c: Selecting appropriate assessment strategies¹³ to identify and plan learning targets.</p>					
		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 and/or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent 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.	Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' 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 and/or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

13. 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 delivery¹⁴ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Purpose of service delivery	Does not communicate academic and/or social/behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for learners to communicate how academic and/or social/behavioral expectations apply to other situations.
	Precision of service delivery	Delivers services with significant error(s) and uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) or uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning.	Effectively delivers services that extend learners' understanding.
	Progression of service delivery	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.	Delivers services in a logical and purposeful progression that meet the needs of learners.	Provides learners with opportunities that challenge them to take responsibility and extend their own learning.
	Level of challenge	Does not provide an opportunity for challenge.	Provides some challenges that align to learning needs.	Consistently delivers services at a level of challenge that aligns to learners' needs.	Provides opportunities for learners to extend learning beyond expectations.

14. 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 3c: Assessing learning, providing feedback¹⁵ and adjusting service delivery.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for learner success	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measurable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
	Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment or improve their learning.
	Feedback to learner	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery¹⁶	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.

15. 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.

16. 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

		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.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Self-evaluation/ reflection	Insufficiently reflects and analyzes practice and impact on learners.	Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice.	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.	Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.
	Professional learning¹⁷	Does not engage in professional learning activities.	Engages in required professional learning opportunities, but application of learning to practice is minimal.	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	Facilitates professional learning with colleagues, families or community.

17. Connecticut's Definition of Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:
INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues¹⁸	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school climate.
	Professional responsibility and ethics¹⁹	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records/data are incomplete, or confidential information is stored in an unsecured location.	Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	Shares best practices in maintenance of records/data.

18. Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

19. Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

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 comply with efforts to develop and sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Stakeholder²⁰ engagement	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders 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 to support learner growth and development.
	Culturally responsive communications²¹ with stakeholders	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

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

21. 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.