COLCHESTER PUBLIC SCHOOLS

Professional Growth and Evaluation Plan

2015-16

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TEACHER EVALUATION

Introduction

Colchester's Professional Growth and Evaluation Plan is aligned with the Connecticut Guidelines for Educator Evaluation. It is based on research of best practice in educator evaluation, and was developed by the Colchester Professional Learning and Growth Committee and revised in May 2014.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that high-quality teachers are the most important factor in student success. To support our teachers, we have defined excellent practice and results, and will give accurate, useful information about teachers' strengths and development areas, and provide opportunities for growth and recognition. 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 the teacher evaluation plan:

- *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. Our plan defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).

- *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 in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. Our plan aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- *Emphasize growth over time*

  Summative ratings are intended to measure a teacher's improvement in professional practice and the student outcomes he/she is striving to reach. This plan encourages teachers to focus on continually improving their practice.

- *Foster dialogue about student learning*

  This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue focuses on what students are learning and what teachers and their administrators can do to support teaching and learning. We consider student growth and improvement over the school year the most critical aspect of this analysis.

- *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. Our plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

- *Ensure feasibility of implementation*

  Launching this plan requires hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations.

We believe a comprehensive teacher evaluation system must include:

- Enhancement of professional practices
- Analysis of data
- Student feedback
- Impact on classroom, school, and community

- Identification of areas of strength
- Supports for improvement (including assistance from peers)
- Variety of outcomes in addition to test scores – to highlight student growth.
- Collaborative elements

- A teacher-driven purpose
- Suggestions to improve instruction
- Ideas to improve student learning
- Input from colleagues/peers in addition to administration

- Professional growth measures
- Observation of students' learning
- Student feedback
- Teacher reflection on students' learning
- Purposeful observation
- Reflection
- Professional learning and collaboration
- Continual refinement of professional practice

Theory of Action: Professional Learning

If *we as educators expand our understanding, refine our professional practices, analyze and reflect on student learning data and map student progress toward established standards,*

Then *we will design and implement differentiated instruction to accommodate individual needs and provide timely and explicit feedback to students and families,*

And then *our students will be the designers, producers, and evaluators of their own learning and they will maximize their opportunities and successes.*

Colchester Educators Believe…

- Teacher evaluation should be a process, not an annual event, which focuses on the teachers' effectiveness in continually improving student learning.
- Creating a growth plan that is supportive and well understood by the teacher and aligned with the learning mission of the school promotes school-wide growth and learning.
- Teacher evaluation can best measure teacher effectiveness if it measures what the teacher deems as important; it must have a useful purpose fo the teacher.
- Teacher evaluation can best measure teacher effectiveness if it "pushes" teachers to expand their understandings and refine their professional practices in order to help students become the designers, producers, and evaluators of their own learning.
- Teacher evaluation can best measure teacher effectiveness when it incorporates self and peer reflection, promotes examination of student work, and includes observation using research-based measures.
- Comprehensive teacher evaluation expands professional practices by promoting effective student learning through collaboration of colleagues, analysis of student learning data, and student feedback.
- Teacher evaluation must be based on a system that supports teachers in creating high expectation for all students, a positive academic and social climate, engaging opportunities, and civic-mindedness.
- Teacher evaluation can best measure teacher effectiveness by making it relevant to both teacher and student needs, validating a teacher's strengths, recognizing how these can be used more efficiently, identifying weaknesses, and providing scaffolding towards improvement.
- The best measure of teacher effectiveness involves peer-driven analysis of professional practice, data-based assessment of the input of those practices on student growth, and qualitative reflection of how well our practices create an environment of learning.
- The best measure of teacher effectiveness supports teacher growth, facilitates collaboration, encourages teacher reflection, and evaluates the effectiveness of instruction as measured by student growth.
- Teacher evaluation must include purposeful observation and a deep knowledge of effective teaching practices.

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 Common Core of Teaching (CCT) Rubric for Effective Teaching, which articulates four domains and twelve indicators of teacher practice
   (b) **Parent feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** an evaluation of teachers' contribution to student academic progress at the school and classroom level. 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 2 Indicators of Academic Growth and Development (IAGDs).
   (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators

Scores from each of the four categories will be combined to produce a summative performance rating of Distinguished, Accomplished, Developing or Not Demonstrated. The performance levels are defined as:

Distinguished – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Not Demonstrated – Not meeting indicators of performance

Specialists will use rubrics created by the Professional Development and Evaluation Committee in the following areas:

- Therapeutic Specialists (speech pathologists, social workers, psychologists)
- Specialists (Literacy and Math Specialists)
- School Counselors
- Library Media Specialists

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator 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.

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to review the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss parent feedback goals for the year, and they will establish time set aside for the types of collaboration required by the evaluation process. New staff members will receive an orientation at the New Teacher Academy in August.

2. *Teacher Reflection and Goal-Setting* – Teachers examine student data, prior year evaluation and survey results and the CCT Rubric for Effective Teaching to draft a student learning goal for the school year. The teacher may collaborate in grade-level or subject-area teams to support the goal-setting process.

3. G*oal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed SLO and IAGDs in order to arrive at mutual agreement. Additional dialog about the teacher's practice may be used to establish a performance and practice area of focus, based on evidence from the previous year. 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 check in at mid-year to review progress on student learning goals, and performance to date. The mid-year conference is the time 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 student learning goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. For tenured teachers who have been rated *Accomplished* or *Distinguished* and who do not wish to change their SLO's, a face-to-face meeting is optional upon mutual agreement of the evaluator; however mid –year reflections and uploads of documents must occur. Administrators will complete a review of practice and provide feedback to teachers at this point in the year; teachers will complete a reflection to include an assessment of their progress on performance and practice goals, professional learning, parent communication, collaboration with colleagues, and other experiences beyond the classroom.

End-of-Year Summative Review:
Timeframe: May and June; must be completed by **June 30**

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 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 ratings. The category ratings generate the final, summative rating. After all data, including student achievement data, are available, the evaluator may adjust the summative rating. Such revisions should take place as soon as data are available and before September 15.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date, and a review of practice is finalized. After discussing category ratings, the evaluator assigns a summative rating and generates a summary report of the evaluation before June 30.

Primary 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. District administrators may assist the primary evaluator by conducting observations, collecting additional evidence, reviewing student learning smart goals and providing additional feedback.

Primary evaluators will have sole responsibility for assigning final summative ratings.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The district will provide calibration opportunities throughout the year to support administrators in implementing the model across their schools. This comprehensive training and support will ensure that evaluators are proficient in conducting teacher evaluations.

At the request of a district or employee, the Superintendent of Schools or other district administrator will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *Distinguished* and *Not Demonstrated* ratings). In these cases, the third party will determine a final summative rating.

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 distinguished practice.

Evaluation-Informed Professional Learning

We learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports needed to close the gap. Every teacher will identify professional learning needs with his/her evaluator; this serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities, book study groups, shared videos, and other supports.

Improvement Support

If a tenured teacher's performance is rated as *Developing* in any domain, the administrator, with the teacher, will identify a plan including resources, support, and other strategies to be provided to address documented deficiencies. The support plan is intended to provide short-term assistance to address a concern in its early stage. Teachers may avail themselves of support from support from Colchester professional colleagues, union representatives, or mentors as they embark on the plan. Because Colchester staff members pride themselves in being lifelong learners and reflective practitioners, it is expected that teachers will avail themselves of the support provided by administrators. An ongoing list of resources will be maintained for teacher reference both on the district web site and in Appendix B. Administrators may indicate a timeline for implementing such resources and other strategies in the course of the same school year as the plan is issued.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *Developing* or *Not Demonstrated*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Remediation and Intensive Assistance Plans

If a tenured educator's performance is rated as *Not Demonstrated* in <u>any domain</u> or overall performance is rated *Developing* or *Not Demonstrated,* the educator will receive remediation assistance designed in consultation with the teacher and the union representative. The support is intended to assist an educator who is having difficulty constantly demonstrating proficiency, and

may include specialized professional development, increased supervisory observations and /or other strategies.

An educator will receive intensive assistance when he/she does not meet the goal of the remediation plan. The support is intended to build the educator's competency.

Intensive assistance plans will be developed collaboratively and will:

- Identify targeted supports in consultation with the teacher, which may include specialized professional development, collegial assistance, administrative assistance, increased supervisory observations and feedback, and/or special strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework rubric that specify what the teacher must demonstrate at the conclusion of the plan in order to be considered "*accomplished.*"
- Indicate a timeline for implementation in the course of the same school year as the plan is developed.
- Include indicators of success, including a rating of *accomplished* or better at the end of the plan.

Intensive Support and Teacher Effectiveness

Intensive support plans will be developed by the evaluator in consultation with the teacher for any tenured teacher receiving a summative rating or observation of practice rating of *Not Demonstrated* or *Developing*. The plan may include: additional observations of practice either formal or informal, suggestions for professional growth, and release time for observations of colleagues, among other supports. The teacher may invite Colchester colleagues, union representation, or mentors to meetings where such a plan is developed. Ratings of *Developing* in either summative or Teacher Observation of Practice over two years may be grounds for dismissal based on Colchester's definition of teacher effectiveness.

Dispute Resolution Process

After the teacher has brought concerns to the evaluator, if there is no resolution, a panel, composed of the Director of Teaching and Learning, Colchester Federation of Teachers President and a neutral third person evaluated under the Colchester teacher evaluation plan, and as mutually agreed upon by the evaluator and teacher, shall meet to resolve disputes. Disputes may occur where the evaluator and teacher cannot agree on the objectives/ goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. The end result will be documented and placed in the teacher's file, with a copy sent to the Superintendent of Schools.

Should the process not result in resolution of the issue, a determination will be made by the Superintendent of Schools.

TEACHER PRACTICE RELATED INDICATORS

The teacher practice related indicators portion of the Colchester Teacher Evaluation model 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 Feedback, which counts for 10%.

These categories will be described in d etail below.

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

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

Teacher Practice Framework

The CCT Rubric for Effective Teaching represents the most important skills and knowledge that educators need to successfully educate each and every student. The CCT Rubric for Effective Teaching is aligned with the Connecticut Common Core of Teaching and includes Common Core State Standards throughout the domains. Rating levels on the rubric have been adapted for this plan. A copy of the rubric appears at the end of the document.

The CCT Rubric for Effective Teaching is organized into 4 domains, each with 3 indicators. 40% of a teacher's final evaluation is based on their performance across these domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Observation Process

Feedback based on observations help teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback.

- Each non-tenured teacher will be observed 3 times per year through both formal and informal observations as defined below.
    - **2 Formal**: Scheduled in-class observations that last at least 30 minutes with a upload of lesson plans and pre and post-observation conferences, including both written and verbal feedback.
    - **1 Formal**: Non-scheduled in-class observation of at least 30 minutes and followed by written and/or verbal feedback.

- All observations will be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both. For a formal observation, feedback will be provided within a week of a teacher's upload of pertinent documents.

- Teachers who were previously rated Accomplished or Distinguished will be randomly placed on a 3-year cycle. In year 1, a formal in-class observation with a pre and post conference and 1 review of practice will be held. In years 2 and 3, 3 informal in-class observations with either written or verbal feedback and 1 review of practice will be held. In years 2 and 3, the summative ratings from the previous year will remain in effect unless the evaluator sees cause for concern in classroom practice; at that time the administrator may determine the need for additional formal in-class observations.

- Tenured teachers who are at the following summative ratings the previous year:

    - ***Not Demonstrated*** **and** ***Developing****:* 1 formal in-class observation of at least 30 minutes which include pre- and post-conference, and 2 formal observations of at least 30 minutes which include a post-conference, plus one non-classroom review of practice.

    - ***Accomplished*** **and** ***Distinguished****:* 1 formal in-class observation of at least 30 minutes for those on year 1 of the cycle: 3 informal in-class observations of at least 10 minutes for years 2 and 3 of the cycle; all have one non-classroom review of practice every year.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence generally collected through in-class observations

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

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

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 2: Planning for Active Learning

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

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

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

2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3: Instruction for Active Learning

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

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

4a. Engaging in continuous professional learning to impact instruction and student learning.

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

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

Evidence generally collected through non-classroom observations/reviews of practice

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, or can be an online sharing of lesson plans.

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

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- 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 two days of the observation.

Non-Classroom Reviews of Practice

Interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Teachers will upload information regarding their professional practice and administrators will hold an official review of practice at the mid-year and summative conference. Other reviews of practice are ongoing during the year, as evaluators interact with educators at data team meetings, PLCs and other school events.

Feedback

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

- specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- 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.

Providing both verbal and written feedback after an observation is ideal, but not required.

Teacher Performance and Practice Goal-Setting

Teachers may develop practice and performance goals aligned to the CCT Rubric for Effective Teaching if they wish to obtain feedback in a specific area.

Goals should have a clear link to student achievement and should move the teachers towards *Accomplished* or *Distinguished* on the CCT Rubric. Careful examination of the rubric prior to an observation will ensure that teachers understand what effective instruction entails.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps can be formally discussed during the Mid-Year Conference and the End-of-Year Conference.

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 components that were observed. During observations, evaluators will take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the 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.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. 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 indicator ratings for each of the 12 indicators.
2) The software system averages indicators within each domain to a tenth of a decimal to calculate domain- level scores of 1.0-4.0.
3) The software system 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 indicator 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 interactions. 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 rating have I seen relatively uniform, homogenous evidence for throughout the semester/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?
   - **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. See example below for Domain 2:

Domain 2	Indicator Rating	Evaluator's Score
2a	*Developing*	2
2b	*Developing*	2
2c	*Accomplished*	3
Average Score		2.3

2) Indicators are scored within each domain to a tenth of a decimal to calculate domain- level scores:

Domain	Averaged Domain-Level Score
1	2.3
2	2.6
3	3.0
4	2.8
Average Score	2.7

3) Domain scores are averaged to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Steps 2 and 3 will be performed by using tools/technology that calculate the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the 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 formative progress related to the Teacher Performance and Practice rating.

Category #2: Parent Feedback (10%)

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

The process described below focuses on:

(1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
(2) determining school-level parent goals based on the survey feedback;
(3) teacher and evaluator identifying **one** related parent engagement goal and identifying effective parent communication strategies;
(4) collecting evidence of the teacher's implementation of strategies to improve the parent goal.
(5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

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

Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential and survey responses will not be tied to parents' names. The parent survey should be administered yearly and trends analyzed from year-to-year. Parent surveys will be anonymous and demonstrate fairness, reliability, validity and usefulness.

2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent 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 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 strategies they would like to pursue as part of their contribution to the school's parent engagement goal. Possible strategies include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, sending more regular correspondence to parents such as sending bi-weekly updates to parents, developing a new website for their class, and so on. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals.

4. Measuring Progress on Growth Targets

A teacher will measure and demonstrate progress on growth targets by measuring how successfully they implement the strategy

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully implements the strategies to accomplish the school Parent Feedback Rating established based on the post survey. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Distinguished (4)	Accomplished (3)	Developing (2)	Not Demonstrated (1)
Exceeded the goal Teacher successfully implemented several strategies to address the area of need and brings data to the end of year meeting. School Exceeded its goal	Met the goal Teacher successfully implemented strategies to address the area of need and brings data to the end of year meeting. School met its goal.	Partially met the goal Teacher successfully implemented some strategies to address the area of need or addressed the area of need with some, not all parents. Teacher brings some data to the end of year meeting . School met its goal, but teacher did not address the need or school partially met its goal.	Did not meet the goal Teacher implemented few strategies to address the area of need or brings no data to the end of year meeting. School met its goal but teacher did not contribute or school did not meet its goal.

STUDENT OUTCOMES RELATED INDICATORS

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

Student Related Indicators includes two categories:

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

rating. These categories will be described in detail below.

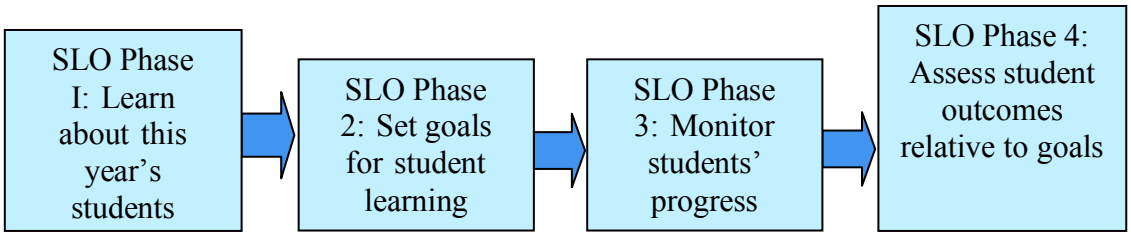
Category #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. **Student Learning Objectives (SLOs)** is the approach for measuring student growth during the school year. SLO's are carefully planned, long-term academic goals. They should reflect high expectations for learning and improvement and aim for mastery of content or skill development.

SLO's are measured by **Indicators of Academic Growth and Development (IAGDs),** which include specific targets for student growth. Research has found that educators who set high quality targets often realize greater improvement in student performance. Teachers may develop goals through collaboration with colleagues in the same grade level or teaching the same course. SLO's will serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets.

The SLO process will support teachers in using a planning cycle that will be familiar to most educators:



The four SLO phases are described in detail below:

PHASE 1: REVIEW THE DATA

Teachers examine their rosters and multiple sources of data about their students' performance to identify an area of need. Determining where students are at the beginning of the year is a key aspect of this step. Teachers may use initial performance samples (writing, pre-assessments), student scores on previous standardized assessments, results from non-standardized assessments, results of diagnostic assessments, artifacts from previous learning, IEPs and 504 plans, data related to ELL and gifted students, and attendance and behavior data. It is important that the teacher understand both the individual student and group strengths and challenges.

PHASE 2: SET AT LEAST ONE SLO

1. Decide on a Student Learning Objective, core areas, domain, knowledge and skills students are expected to acquire. Each should address a central purpose of the teacher's assignment and pertain to a large portion of his/ her students. Each should reflect high expectations for student learning.

2. Select IAGD's – specific evidence with a quantitative target demonstrating whether the SLO was met. The SLO must have 2 IAGDs, one using standardized data, if available, and one using non-standardized data.

   Colchester will not require that 22.5% of a teacher's summative rating incorporate state test data. The 45% student growth and development component will be comprised of 22.5% standardized assessments for those grades and subjects where available and appropriate, and the other 22.5% will be based on one non- standardized indicator.

   If there are no standardized assessments available and appropriate, the educator's entire 45% student learning outcomes will be based on non -standardized indicators in the 2015-16 school year.

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 (such as district-wide);
- Commercially-produced; and
- Often administered two or three times per year.

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

1. *Provide Additional Information*

   During the goal-setting process, teachers and evaluators will document the following:
   - Selected student population
   - Learning content aligned to relevant standards
   - Interval of instruction for the SLO
   - Baseline data that was used to set each IAGD
   - Assessments teacher plans to gauge students' progress
   - Instructional strategies
2. *Submit SLOs to Evaluator for Approval*

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

   SLOs will be examined relative to the above criteria so that SLOs across subjects, grade levels and schools are rigorous and comparable.

PHASE 3: MONITOR STUDENT PROGRESS

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress 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.

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 and upload evidence to the data management software system for review by 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: (A teacher with a very small case load, under 10 students, will determine the percentage of students jointly with the evaluator.)

Exceeded (4)	90% or more of the students met the target contained in the indicator with some students exceeding the target.
Met (3)	80% or more of the students met the target(s) contained in the indicators within a few points on either side of the target.
Partially Met (2)	Many students (60-79%) met the target, but a notable percentage missed the target by more than a few points. However, taken as a whole, some progress towards the goal was made.
Did Not Meet (1)	A few students but less than 60% met the target; a substantial percentage of students did not. Little progress toward the goal was made.

The individual SLO ratings will be shared and discussed with teachers at the End-Of-Year Conference.

NOTE: In the event that standardized results are not be available in time to score the SLO prior to the June 30 deadline, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring for details.

Category #4: Whole-School Student Learning Indicator

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating at that school. Pending U.S. Department of Education's approval of Connecticut's request for flexibility on the use of student test data, Colchester will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to 45% component of the administrator's final rating).

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.

TEACHER
SUMMATIVE
RATING

STUDENT OUTCOMES	Student Growth and Development 45%
	Whole School Student Learning 5%
TEACHER PRACTICE	Observation of Teacher Performance and Practice 40%
	Parent Feedback 10%

Every educator will receive one of four ratings:

Distinguished – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Not Demonstrated – 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
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 category 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	Not Demonstrated
81-126	Developing
127-174	Accomplished
175-200	Distinguished

2) Calculate a **Student Outcomes Related Indicators** rating by combining the student growth and development score and whole-school student learning indicator.
   The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points
Student Growth and Development (SLO)	3.5	45	158
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			**173**

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Not Demonstrated
81-126	Developing
127-174	Accomplished
175-200	Distinguished

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 *Distinguished* for Teacher Practice and a rating of *Not Demonstrated* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

Summative Rating		***Teacher Practice Related Indicators Rating***			
		Distinguished	**Accomplished**	**Developing**	**Not Demonstrated**
Student Outcomes Related Indicators Rating	**Distinguished**	**Distinguished**	**Distinguished**	**Accomplished**	*Gather further information*
	Accomplished	**Distinguished**	**Accomplished**	**Accomplished**	**Developing**
	Developing	**Accomplished**	**Accomplished**	**Developing**	**Developing**
	Not Demonstrated	*Gather further information*	**Developing**	**Developing**	**Not Demonstrated**

Adjustment of Summative Rating Summative ratings must be completed for all teachers by June 30 of a given school year. Should data not be available at the time of a final rating, a rating must be completed based on evidence that is available. The evaluator may recalculate the teacher's summative rating and submit the adjusted rating no later than September 15 in the event that data is unavailable in June. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Non-tenured teachers shall generally be deemed effective if the educator receives at least two sequential *Accomplished* summative ratings, one of which must be earned in the fourth year of a beginning teacher's career. A *Not Demonstrated* rating may 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.

Superintendents shall offer a contract to any educator deemed effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed effective if said educator receives summative *Accomplished* ratings and the observation of practice for the school year is rated *Accomplished.* Two summative *Developing* ratings or one summative *Not Demonstrated* rating at any time would deem the educator **Ineffective.**

If after one formal classroom observation a post-tenure teacher is rated *Developing,* an additional observation may be provided. By mid-year the teacher will receive intensive support and will create a mutually-developed individualized plan for improvement if the classroom observation score remains *Developing.*

Colchester Teacher Evaluation Committee Members, 2014-15

Names	Role	School
Katherine Shaughnessy	Director of Pupil Services	District
Barbara Gilbert	Director of Teaching and Learning	District
Linda Iacobellis	Assistant Principal	Bacon Academy
Christine Troup	Reading Specialist	Bacon Academy
Carol Hale	Math Teacher	Bacon Academy
Jo-Ann Campbell	Technology Education teacher	Bacon Academy
Garrett Dukette	Administrative Intern	Bacon Academy
Amity Goss	Assistant Principal	Colchester Elementary
Tammy Boyd	Classroom Teacher	Colchester Elementary
Katherine Wonderly	School psychologist	Colchester Elementary
Susan Hawkins	Classroom Teacher	Colchester Elementary
Lorraine Tierney	Speech Pathologist	Colchester Elementary
Linda Rhodes	Assistant Principal	Colchester Elementary
Deborah Sandberg	Principal	Jack Jackter Intermediate
Patty Tedford	Math Teacher	Jack Jackter Intermediate
Rose Poirier	Special Education Teacher	Jack Jackter Intermediate
Jennifer Totten	Classroom Teacher	Jack Jackter Intermediate
Maddalena Scrivano	Math teacher	William Johnston Middle
Marcy Lavoie	Social Studies Teacher	William Johnston Middle
Michele Lane	Information Technology	William Johnston Middle
Frank Newman	Math Specialist	William Johnston Middle
Frank Gionfriddo	Special Educator; Union	William Johnston Middle

Appendix A: SLO Development Guide

Teacher:	**Reviewer:**
SLO Title: _____	**Date:** _____
Content area:	**School:**

SLO Development Rubric

SLO Focus Statement
What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

SLO focus statement describes a broad goal for student learning and expected student improvement.
Reflects high expectations for student improvement and aims for mastery of content or skill development.

Baseline – Trend Data
What data were reviewed for this SLO? How does the data support the SLO?

Identifies ***source(s)*** of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
Summarizes student data to ***demonstrate specific student need*** for the learning content tied to specific standards ***(including strengths and weaknesses)***

Student Population
Who are you going to include in this objective? Why is this target group/student selected?

Justifies why this class and/or targeted group was selected, ***as supported by data comparing the identified population of students to a broader context of students*** (i.e., other classes, previous year's students, etc.)
Includes a large proportion of students including specific target groups where appropriate

Standards and Learning Content
What are the standards connected to the learning content?

SLO is a goal for student learning that identifies ***big and core*** ideas, domains, knowledge, and/or skills students are expected to acquire ***for which baseline data indicate a need***
Aligns to specific applicable standards (Connecticut Core Standards, SBAC Claims, National or industry standards)

Interval of Instruction
What is the time period that instruction for the learning content will occur?

Specifies ***start and stop dates*** which includes the majority of the course length

Indicators of Academic Growth and Development (IAGDs)/Growth Targets
What are the quantitative targets that will demonstrate achievement of the SLO?

Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and ***meets*** or ***exceeds*** district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)
Baseline and trend data support established targets.
1 growth target is based on standardized test data where available.
Describes characteristics of student population ***with numeric specificity*** including special needs relevant to the IAGD (e.g., I have 6 English language learners, 4 students with reading disabilities…)

Assessments
How will you measure the outcome of your IAGD?

Identifies ***by specific name*** the pre-assessments, post-assessments, and/or performance measures
Aligns ***most*** of the assessment items or rubric criteria to the learning content tightly
Assessment or performance measure is designed to assess student learning objectively.
Includes ***a majority*** of constructed-response items ***and*** higher order thinking skills
Performance measures allow all students to demonstrate application of their knowledge/skills
Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items

Instructional Strategies
What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?

Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction
States how formative assessments will be used to guide instruction
Identifies professional learning/supports needed to achieve the SLO
Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO

Overall Rating for SLO will be based on the average of the two IAGDs.

Appendix B: Lesson Plan Template

Lesson Plan Template

Date and Time of Observation:

Big Idea / Essential Question/ Purpose of the Lesson in student-friendly terms:

1. Alignment with Standards (list the 2-4 relevant standards you will address in the lesson):

2. Sequence of this lesson within the unit:

3. Students' prior knowledge leading to expected differentiation and grouping

Grouping (with data as evidence)	type of differentiation
(low)	(scaffolding)
(high)	(extensions)

4. Strategies used to engage students (include literacy strategies such as learning academic or content vocabulary, text structure, or strategies for reading content-specific text):

5. Tasks and questions to engage students (what students will be doing):

6. Instructional resources to support cognitive engagement (materials used):

7. Criteria for student success (what students will know and be able to do):

Students will:

8. Assessment of student learning (how you will know students "got it" and can apply it):

Formative Assessment(s)

Summative Assessment(s)

Self-Assessmen

Appendix C: List of Supports by Domain

This list will be updated on an ongoing basis and posted on the district web site.

Domain 1: Classroom Environment

Day One and Beyond (2003)
Teach Like a Champion (2010)
Tools for Teaching, Fred Jones (2007)
Discipline with Dignity (2008)
The Daily Five (2006)
The CAFÉ Book (2009)
Positive Behavior Support web site www.pbis.org
The First Days of School—How to be an Effective Teacher (2009)

Domain 2: Planning
Assignments Matter (2012)
Connecting Mathematical Ideas (2005)
Academic Conversations (2011)
Pathways to the Common Core (2012)
Learning Targets (2012)
Better Learning through Structured Teaching
Total Participation Techniques (2011)
Building Academic Vocabulary (2005)
Essential Questions (2013)
Quality Questioning (2005)
Strategies that Work (2007)
What's the Big Idea? (2010)
Why Didn't I Learn this in College?(2009)

Domain 3: Instruction and Assessment of Learning
Article about the value of, types and techniques of questioning in the classroom:
http://www.fno.org/apr03/qtech.html

Research on the value of questioning in the classroom:
http://www.nwrel.org/scpd/sirs/3/cu5.html

Introduction to Socratic Questioning: http://okra.deltastate.edu/~bhayes/socratic.html

A Taxonomy of Socratic Questions: http://wwwed.fnal.gov/trc/tutorial/taxonomy.html

Several types of questioning types are described in the article, "A Questioning Toolkit," in the online periodical, From Now On:
http://www.fno.org/nov97/toolkit.html

Advanced Questioning Techniques (explains some of the types of questions):
http://www.businesspotential.com/adquest.htm

Examples of questions that help you frame discussions and evoke quality thinking are available here: http://academic.pg.cc.md.us/~wpeirce/MCCCTR/questi~1.html

Web-based PowerPoint presentation on questioning techniques and types:
http://www.petech.ac.za/robert/questioning/

Levels and Types of Questions:
http://pigseye.kennesaw.edu/~rouyang/ece4473/q-techni.html

Questions for Teachers (with video clips—you may have to download QuickTime to view/hear the video clips):
http://www.deil.uiuc.edu/QuestioningTechniques/

Effective Techniques of Questioning:
http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/effquest.htm

Links to various techniques:
http://www.instructordiploma.com/core/102B/questions.htm

Questions and the Role of Questioning Techniques in the Classroom:
http://www.instructordiploma.com/core/102%20B/jan.htm

Classroom questions for trainee teachers:
http://www.pgce.soton.ac.uk/it/cm/questioning/

Sample Videos:

Sequencing questions for high school students when leading them through a text [5 min]

https://www.teachingchannel.org/videos/structuring-questioning-in-classroom

Research-based vocabulary strategy (2 minutes and relates to library media curriculum: fair use, creative commons, etc.)

https://www.teachingchannel.org/videos/teaching-hard-vocabulary-words?utm_source=Teaching+Channel+Newsletter&utm_campaign=3dbb0c0cbb-Newsletter_June_8_2013&utm_medium=email&utm_term=0c3feb22a-3dbb0c0cbb-291413249

SIFT method to teach literature: example is grade 8 [5 minutes=

https://www.teachingchannel.org/videos/sift-method-analyze-literature

Grade 6 science climate change (24 min)

https://www.teachingchannel.org/videos/climate-change-lesson

Making sense of symbols, patterns and themes (22 min) AP class
https://www.teachingchannel.org/videos/themes-in-english-literature

Grade 3 lesson (26 min main idea)
https://www.teachingchannel.org/videos/3rd-grade-ela-lesson
http://vimeo.com/album/2192388/video/55951747

Grade 3 math [24 min]
https://www.teachingchannel.org/videos/classroom-daily-routines?fd=1

1st Grade
http://www.youtube.com/watch?v=AfhIH3NJCfI

8th Grade
https://www.teachingchannel.org/videos/sorting-classifying-equations-discussion?fd=1

10th Grade
http://www.youtube.com/watch?v=XFRClI2q18Y

Never Work Harder than Your Students (2009)

See formative assessment chart on the following page from Illinois Common Core
www.isbe.net/common_core

http://wvde.state.wv.us/teach21/FormativeAssessment.html

Advancing Formative Assessment in Every Classroom (2009*)*

How to Create and Use Rubrics for Formative Assessment and Grading (2013)

25 Quick Formative Assessments for a Differentiated Classroom

Checking for Understanding

Classroom Assessment and Grading

Ahead of the Curve

Rethinking Homework

Fair Isn't Always Equal

How to Give Effective Feedback to your Students. (2008

Quick Reference Guide: Timeline

In 2015-16, evaluators will conduct two scheduled and one unscheduled 30 minute in-class observation of each **non-tenured** certified staff member in year 1 and 2 of teaching. Evaluators will conduct one scheduled and one unscheduled 30-minute in-class observation and one review of practice of non-tenured teachers in years 3 and 4 of teaching. Feedback will be given in a timely manner. Observations will be ongoing throughout the school year. Evaluators will conduct one formal **or** 3 informal in-class observations and one review of practice of tenured staff who previously achieved proficiency based on a 3-year cycle rotation.

Teacher

form(s) completed by teacher

August – October

- participate in orientation to the process
- gather data to collaboratively set goals with evaluator/team
- schedule goal-setting conference with evaluator

by November 15

- orientation completed
- goal-setting completed

January – February

- review goals and performance to date
- gather progress data to share with evaluator
- schedule and participate in mid-year conference with evaluator

April – June

- complete teacher self-reflection
- gather further evidence of goal attainment to share with evaluator
- schedule end-of-year conference with evaluator

by June 30

- end-of-year conference completed

Administrator

form(s) completed by administrator

August – October

- provide orientation to the evaluation and development process
- conduct goal-setting conferences

by November 15

- orientation completed
- goal-setting completed
- create support plan for teachers rated Developing/ add additional observation

January – February

- conduct mid-year conferences

April – June

- review teacher self-assessments and evidence of goal attainment
- participate in end-of-year conferences

by June 30

- end-of-year conference completed
- final ratings completed

by September 15

- adjust final ratings, if data warrants
- confer with any teacher whose final rating is adjusted

Appendix D: Common Core of Teaching Rubric/ Specialist Rubrics

Adaptation of CCT Rubric -- for Specialists

Key Instructional Competencies and Organization of the Rubric:

CCT Rubric for Effective Teaching		**Observed**
Domain 1	**Collaboration with teachers using Research-Based Practices regarding Classroom Environment, Student Engagement and Commitment to Learning**	*In-class observation when specialist is modeling a lesson or co-teaching.*
Domain 2	**Collaboration with teachers using Research-Based Practices to enhance Planning for Active Learning**	*Non-classroom observations/reviews of practice.*
Domain 3	**Collaboration with teachers using Research-Based Practices to enhance Instruction for Active Learning**	*In-class observation when specialist is modeling a lesson or co-teaching.*
Domain 4	**Professional Responsibilities and Teacher Leadership**	*Non-classroom observations/reviews of practice.*

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs[2] of all students.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes when modeling lessons or co-teaching				
• Rapport and positive social interactions	• Demonstrating negative interactions or lack of interactions between specialist and students and teachers • Demonstrating disrespect toward learning needs of teachers whereby teachers are reluctant to request assistance for fear of seeming deficient	• Establishing rapport and positive interaction with some but not all students and teachers • Establishing a cordial and trusting learning environment that is respectful and supportive of all teachers	• Maintaining rapport and positive interactions with students and teachers promoting expectations that they are respectful of one another. • Maintaining a learning environment that is trusting, respectful and supportive.	*In addition to the characteristics of Accomplished:* • Involving learners in promoting a respectful learning environment • Relationships are highly trusting, supportive and respectful with many contacts for assistance initiated by teachers.
• Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
• Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students and	Creates a learning environment in which some students and/or	Creates a learning environment in which most students and/or	Students and/or teachers are willing to take intellectual risks

	/or teachers from taking intellectual risks.	teachers are willing to take intellectual risks.	teachers are willing to take intellectual risks.	and are encouraged to respectfully question or challenge ideas presented by the specialist.
• High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning and communicates these expectations to teachers.

[2]**Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.
[3]**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				*In addition to the characteristics of accomplished including one or more of the following when teaching a classroom lesson:*
Attributes				
• Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence of knowing school rules	Identifies school rules for students.	Supports school rules.	Student behavior is completely appropriate. **OR** Specialist seamlessly responds to misbehavior.
• Promoting social competence[4] and responsible behavior	Provides little to no instruction for students to develop social skills and responsible behavior.	Inconsistently reinforces social skills.	When necessary, positively reinforces social skills and builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

[4]**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).
[5]**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1c. Maximizing instructional time by effectively managing responsibilities.[6]				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Time management of responsibilities within	Loss of significant time due to ineffective time management	Some ineffective planning or time management for teachers to	Maximizing time by establishing and effectively	Procedures to access instructional support are

the restraints of the schedule.	leading to limited opportunities for teachers to gain instructional support.	receive support.	managing procedures for teachers to gain access to instructional support.	clear to all teachers and have been developed collaboratively.

[6]**Routines** are non-instructional organizational activities such as making schedules, distributing materials in preparation for instruction, communicating via email, visiting classrooms.

2: Planning for Active Learning

Specialists plan curriculum and units to engage students in rigorous and relevant learning and to promote their curiosity about the world at large

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2a. Planning curriculum that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students. Attributes when modeling or co-teaching a lesson				*In addition to the characteristics of accomplished including one or more of the following:*
• Content of curriculum is aligned with standards	Plans curriculum misaligned with or not addressing the Connecticut Core Standards.	Plans curriculum that partially addresses Connecticut Core Standards.	Plans curriculum that directly addresses Connecticut Core Standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
• Content of curriculum appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence curriculum.	Partially aligns curriculum within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of curriculum within the sequence of lessons and supports an appropriate level of challenge.	Plans curiculum to challenge students to extend their learning to make interdisciplinary connections.
• Use of data to determine students' prior knowledge when developing units and lessons with teachers.	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate data to plan units with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine students' prior knowledge and skills to plan units and curricula and advances the learning of students.	Assists teachers in helping students to identify their own learning needs based on their own individual data.
• Literacy strategies[10]	Plans curriculum that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans curriculum that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans curriculum that integrates literacy strategies and academic vocabulary.	Designs curriculum to allow students to independently select literacy strategies that support their learning for the task.

[7]**Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge** (DOK) 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.

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

[10]**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 disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

2: Planning for Active Learning

Specialists plan curriculum and units to engage students in rigorous and relevant learning and to promote their curiosity about the world at large

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2b. Planning curriculum to cognitively engage students in the content.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Strategies, tasks and questions are selected to cognitively engage students	Plans curriculum that limits opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Collaboratively plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and application to other situations	Releases responsibility to the students to apply and/or extend learning beyond the learning expectation.
• Instructional resources[13], and flexible groupings[14] are selected to support engagement and new Learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Collaboratively selects or designs interdisciplinary connections that cognitively engage students and extend new learning.

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

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

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

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

2: Planning for Active Learning

Specialists plan curriculum and units to engage students in rigorous and relevant learning and to promote their curiosity about the world at large

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2c. Comprehensive data analysis, interpretation and communication with teachers				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Collaborate to analyze and interpret assessment data and help teachers adjust instructional practice	Insufficiently collecting student data to develop an understanding of school or grade level progress.	Collecting some data to develop an understanding of student progress and discusses data with teachers occasionally.	Collecting comprehensive data to develop an understanding of student progress and discusses data with teachers regularly.	Designs effective methods of data analysis to shape the future direction of the program and collaboratively aids teachers in developing the skills so that student learning improves.
• Aids teachers in aligning formative and summative assessments with curricular standards	Insufficiently using assessment results to inform planning and the instructional program.	Beginning to make connections between assessment results and the achievement of the broader curricular standards to inform the instructional program.	Making connections between assessment results in alignment with Ct Core Standards and the achievement of the broader curricular standards to inform the instructional program.	Collaboratively modifying assessments to meet the needs of students and transform their learning.

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

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

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3a. Implementing instructional content[16] for learning.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Instructional purpose	Does not clearly communicate learning expectations to teachers.	Communicates learning expectations to teachers and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to teachers and sets a specific purpose for instruction and helps teachers to see how the learning is aligned with Connecticut Standards.	Teachers are able to explain how the learning is situated within the broader learning context/curriculum and specialist collaboratively works with them to ensure effective implementation.
• Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites teachers to explain the content to one another during meetings.
• Content progression and level of challenge	Presents curriculum content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents curriculum content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Works with teachers to present curriculum content in a logical and purposeful progression and at an appropriate level of challenge to advance content understanding for all teachers..	Helps teachers to make cross curricular connections.
• Literacy Strategies[17]	Presents curriculum with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents curriculum with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents curriculum that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides resources and collaborates with teachers to aid them in implementing literacy strategies that support student learning.

[16]**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.
[17]**Literacy:** 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 disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes when co-teaching or modeling a lesson.				
• Strategies, tasks and	Includes tasks that do not lead	Includes a combination of tasks and	Employs differentiated strategies	Includes opportunities for students

• Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
• Student responsibility and independence	Models instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Models instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects CT Core Standards connections.

[18]**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.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3c. Assessing student learning, providing feedback to students and adjusting instruction.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes when observing, modeling or co-teaching a lesson				
• Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
• Ongoing assessment of student learning and teacher instruction	Assesses with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
• Feedback[19] to students and/or teachers	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 or teachers advance their learning.	Encourages peer feedback and collaboration that is specific and focuses on advancing student learning.
• Instructional adjustment[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students or teachers identify ways to adjust instruction that will be effective for them as individuals and result in quality work.

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

[20]**Instructional adjustment:** based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning

3: Instruction for Active Learning

Specialists help teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
expectations.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4a. Engaging in continuous professional learning to impact instruction and student learning.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• 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	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts 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 learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4b. Collaborating to develop and sustain a professional learning environment to support student learning.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				
• Collaboration with colleagues	Participates in required activities to review data but does not initiating discussions about data to adjust instructional practices.	Participates with colleagues to analyze data and uses results to make minor adjusts to school instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and curricula that support professional growth and student learning.
• Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
• Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Teacher Leadership

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

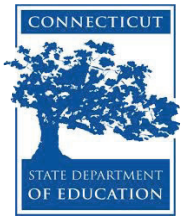
INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				
• Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes	Engages with colleagues, students and families in developing and sustaining a	Leads efforts within and outside the school to improve and strengthen the school climate.

		minimal contributions.	positive school climate.	
• Family and community engagement	Limits communication with families about student academic performance to required reports and conferences.	Communicates with families about student academic performance through reports and conferences and makes some attempts to build relationships through additional communications.	Collaborates with teachers to communicate with families about learning expectations, and student academic performance with presentations and information to promote student success.	Supports and collaborates with colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning in the specialist's content area; seeks input from families and the community to support student growth and development.
• Culturally responsive[21] communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students, teachers and families **OR** demonstrates bias and/or negativity.	Generally communicates with teachers, families and the community in a culturally respectful manner.	Consistently communicates with teachers, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with teachers and families and the community.

[21] **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

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

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



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CCT Rubric for Effective Teaching Committee

Connecticut State Department of Education

Stefan Pryor,
Commissioner

Talent Office

Dr. Sarah Barzee,
Chief Talent Officer

Shannon Marimon,
Division Director, Educator Effectiveness and Professional Learning

Academic Office

Dr. Dianna Roberge-Wentzell,
Chief Academic Officer

Ellen Cohn,
Division Director, Academic Office

CCT Rubric for Effective Teaching Committee Members

Project Manager

Claudine Primack,
Education Consultant, Educator Effectiveness and Professional Learning, CSDE

Facilitators

Dr. Sandy Greenberg,
Professional Examination Services

Pat Muenzen,
Professional Examination Services

Committee Members/Contributing Authors:

Roxanne Augelli, *Waterbury*

Diane Ayer, *Lebanon*

Michelle Cirillo, *Ellington*

Teresa Debrito, *Region 12*

Vicki DeLeo, *Bolton*

Michael DiCicco, *Mansfield*

Sandra Dunnack, *Chaplin*

Kevin Egan, *Waterbury*

Kim Gallo, *Region 12*

Eileen Howley, *LEARN*

Kathleen Koljian, *Windham (AFT)*

Dave Levenduski, *Meriden*

Tom Lindenmuth, *South Windsor (CEA)*

Katherine Lopez, *Meriden*

Pat Michaels, *CES/ Western CT State University*

Steven Murphy, *Stonington*

Carly Quiros, *Education Connection*

Darren Schwartz, *Waterbury*

Linda Skoglund, *New Britain (AFT)*

Patti Fusco, *West Haven (AFT)*

Everett Lyons, *CAS*

Mike Galuzzo, *CAS*

CSDE Consultants/Contributing Authors:

Georgette Nemr,
Professional Standards and Certification

Kim Wachtelhausen,
Educator Effectiveness and Professional Learning and TEAM Program Manager

Rhonda Kempton,
Special Education

Scott Shuler,
Academic Office, Music

Charlene Tate-Nichols,
Academic Office, Math

Joe DiGarbo,
Academic Office, Assessment

Jennifer Webb,
Academic Office, English Language Arts

William Howe,
Academic Office, Culturally-Responsive Education and Multi-cultural Education

Other Contributors:

Duffy Miller,
TeachingLearningSolutions

Michele O'Neil,
Connecticut Education Association (CEA)

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Introduction to The CCT Rubric for Effective Teaching 2014

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

Training and Proficiency

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

Calibration

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

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Observation Process

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

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

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

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

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

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

A. Pre-Conference: Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.

B. Observation: Observers will collect evidence mostly for Domains 1 and 3 during the in-class observation.

C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

D. Analysis: The evaluator analyzes the evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2014.*

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Teaching 2014,* the evaluator will tag evidence to the appropriate indicator within the domains and provide feedback to the teacher. While it is **not** a requirement for any single observation, evaluators may rate the indicators.

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

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

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

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

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

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CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through **In-Class Observations**

Domain 1 — Classroom Environment, Student Engagement and Commitment to Learning[2]

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

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

Domain 3 — Instruction for Active Learning

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

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**

Domain 2 — Planning for Active Learning

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

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

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

2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 4 — Professional Responsibilities and Teacher Leadership

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

4a. Engaging in continuous professional learning to impact instruction and student learning.

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

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

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1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1a | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.[2]

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

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

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

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1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1b | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Attributes	Not demonstrated	Developing	Accomplished	Distinguished *In addition to the characteristics of Accomplished, including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. **OR** Teacher seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence[4] and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

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

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

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1: Classroom Environment, Student Engagement and Commitment to Learning

Nt Dem

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

Indicator 1c | Maximizing instructional time by effectively managing routines and transitions.[6]

	Not Demonstrated	Developing	Accomplished	Distinguished
Attributes				*In addition to the characteristics of* **Accomplished,** *including one or more of the following:*
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

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

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2: Planning for Active Learning

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

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.

Attributes	Not Demonstrated	Developing	Accomplished	Distinguished
				In addition to the characteristics of **Accomplished,** *including one or more of the following:*
Content of lesson plan[8] is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.[9]	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects Common Core State Standards connections.

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

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

9 ***Connecticut content standards:*** Standards developed for all content areas including Early Learning and Development Standards (ELDS) and IEPs.

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

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2: Planning for Active Learning

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

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

Attributes	Not Demonstrated	Developing	Accomplished	Distinguished
				In addition to the characteristics of **accomplished,** *including one or more of the following:*
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources[13] and flexible groupings[14] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

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

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

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

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

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2: Planning for Active Learning

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

Indicator 2c | Selecting appropriate assessment strategies[15] to monitor student progress.

	Not Demonstrated	Developing	Accomplished	Distinguished
Attributes				*In addition to the characteristics of **accomplished,** including one or more of the following:*
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes **OR** strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

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

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

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3: Instruction for Active Learning

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

Indicator 3a | Implementing instructional content[16] for learning.

Attributes	Not Demonstrated	Developing	Accomplished	Distinguished
				*In addition to the characteristics of **accomplished,** including one or more of the following:*
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies[17]	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

Text in RED reflects Common Core State Standards connections.

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

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

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3: Instruction for Active Learning

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

Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Attributes	Not Demonstrated	Developing	Accomplished	Distinguished *In addition to the characteristics of* **accomplished,** *including one or more of the following:*
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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

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3: Instruction for Active Learning

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

Indicator 3c | Assessing student learning, providing feedback to students and adjusting instruction.

Attributes	Not Demonstratred	Developing	Accomplished	Distinguished
				*In addition to the characteristics of **accomplished** including one or more of the following:*
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback[19] 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.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

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

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

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4: Professional Responsibilities and Teacher Leadership

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

Indicator 4a | Engaging in continuous professional learning to impact instruction and student learning.

Attributes	Not Demonstrated	Developing	Accomplished	Distinguished
				In addition to the characteristics of **accomplished,** *including one or more of the following:*
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

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4: Professional Responsibilities and Teacher Leadership

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

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

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

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4: Professional Responsibilities and Teacher Leadership

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

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

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

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

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COLCHESTER BOARD OF EDUCATION

Adaptation of CCT Rubric -- for Therapeutic Specialists

Key Instructional Competencies and Organization of the Rubric for Speech Pathologists, School Psychologists and Social Workers:

CCT Rubric for Effective Teaching		**Observed**
Domain 1	**Classroom Environment, Student Engagement and Commitment to Learning**	*In-class or small group observation when specialist is modeling a lesson or co-teaching.*
Domain 2	**Planning for Active Learning**	*Non-classroom observations/reviews of practice.*
Domain 3	**Instruction for Active Learning**	*In-class or small group observation when specialist is modeling a lesson or co-teaching.*
Domain 4	**Professional Responsibilities and Teacher Leadership**	*Non-classroom observations/reviews of practice.*

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs[2] of all students.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Rapport and positive social interactions	• Interactions between specialist and students are negative or disrespectful and/or the specialist does not promote positive interactions among students.	• Interactions between specialist and students are generally positive and respectful and/or the specialist inconsistently makes attempts to promote positive social interactions among students.	• Interactions between specialist and students are consistently positive and respectful and the specialist regularly promotes positive interactions or there are no disrespectful behavior between students.	: • Evidence exists that sudents appropriately correct one another using teacher designed interventions/ or there is no disrespectful behavior between students.
• Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
• Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students and	Creates a learning environment in which some students are	Creates a learning environment in which most students are	Students are willing to take intellectual risks and are

	from taking intellectual risks.	willing to take intellectual risks.	willing to take intellectual risks.	encouraged to respectfully question or challenge ideas presented by the specialist or other students.
• High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

[2]**Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.
[3]**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				*In addition to the characteristics of accomplished including one or more of the following when teaching a classroom lesson:*
Attributes				
• Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence of knowing school rules	Identifies school rules for students.	Supports school rules.	Student behavior is completely appropriate. **OR** Specialist seamlessly responds to misbehavior.
• Promoting social competence[4] and responsible behavior	Provides little to no instruction for students to develop social skills and responsible behavior.	Inconsistently reinforces social skills.	When necessary, positively reinforces social skills and builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

[4]**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).
[5]**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1c. Maximizing instructional time by effectively managing responsibilities.[6]				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Time management of responsibilities within	Loss of significant time due to ineffective time management	Some ineffective planning or time management resulting in	Maximizing time by establishing and effectively	Allows opportunities for students to independently

the restraints of the schedule.	leading to loss of instructional time.	some loss of instructional time.	managing procedures and instructional routines.	facilitate routines and transitions.

[6]**Routines** are non-instructional organizational activities such as making schedules, distributing materials in preparation for instruction, communicating via email, visiting classrooms.

2: Planning for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.				*In addition to the characteristics of accomplished including one or more of the following:*
• Content of lesson is aligned with standards or best practice in the specialist's area.[11]	Plans lesson misaligned with or not addressing the best practice standards.	Plans lesson that partially addresses standards or best practices.	Plans lesson that directly addresses Connecticut Core Standards and other best practices.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
• Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence lesson.	Partially aligns lesson within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of lesson within the sequence of lessons and supports an appropriate level of challenge.	Plans lesson to challenge students to extend their learning to make interdisciplinary connections.
• Use of data to determine students' prior knowledge when developing units and lessons with teachers.	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate data to plan units with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine students' prior knowledge and skills to plan units and curricula and advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
• Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs instruction to allow students to independently select literacy strategies that support their learning for the task.

[7]**Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge** (DOK) 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.

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

[10]**Literacy through the content areas**: strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

[11]Content includes students' current individualized education plan, (IEP) or individual student plan.

2: Planning for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2b. Planning instruction to cognitively engage students in the content.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Strategies, tasks and questions are selected to cognitively engage students	Selecting or designing strategies that provide students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking.	Selecting or designing strategies that provide students with some opportunities for problem-solving or critical thinking.	Selecting or designing strategies that lead to problem-solving, critical thinking, and discourse or inquiry at an appropriate level of challenge and which have application to other situations.	Select and design resources that extend opportunities beyond the classroom or school and provide for real world and career connections.
• Instructional resources,[13] and flexible groupings[14] are selected to support engagement and new learning	Selects or designs resources and/or groupings that do not efficiently support student access to attainment of outcomes.	Selects or designs resources and/or groupings that generally support access to and attainment of outcomes	Selects or designs resources and groupings that support attainment of outcomes.	Selects or designs resources and groupings that consistently support attainment of outcomes.

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

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

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

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

2: Planning for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2c. Comprehensive data analysis, interpretation and communication with teachers				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for 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 lessons.	Plans strategies to engage students using assessment criteria to reflect on their own progress.
• Assessment of student knowledge and skills	Assessment is limited and plan does not use data to guide instruction.	Assessment is basic and the plan reflects a general understanding of students' level of skills.	Assessment is differentiated for the needs of students and is carefully designed to answer questions about the student's learning.	Assessment is timely and thorough, and plan is highly effective, addressing the specific needs of each student.

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

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

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3a. Implementing instructional content[16] for learning.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with standards.	Students are encouraged to explain how the learning is situated within the broader learning context.
• Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content with others
• Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Presents content in a logical and purposeful progression and at an appropriate level of challenge to advance content understanding for all teachers..	Challenges students to extend their learning beyond the lesson expectations and/or make connections to other areas in their lives.
• Literacy Strategies[17]	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides resources and collaborates with teachers to aid them in implementing literacy strategies that support student learning.

[16]**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.
[17]**Literacy:** 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 disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				
• Strategies, tasks and	Includes tasks that do not lead	Includes a combination of tasks and	Employs differentiated strategies	Includes opportunities for students

• Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning appropriate to the students' individual level of development.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem- solving, critical thinking and/or purposeful discourse or inquiry appropriate to the students' individual level of development..	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking. Opportunities are provided for students to take the lead and develop their own questions and/or problem-solving strategies.	Includes opportunities for students to work and/ or share their own questions and problem- solving strategies.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways.	Includes opportunities for student ownership, self-direction and choice of resources gs to develop their learning.
• Student responsibility and independence	Models instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Models instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects CT Core Standards connections.

[18]**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.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3c. Assessing student learning, providing feedback to students and adjusting instruction.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Include student input in generating specific criteria for assignments.
• Ongoing assessment of student learning and teacher instruction	Assesses with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and reflection, helping themselves or their peers to improve their learning.
• Feedback[19] to students and/or teachers	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages perspective-taking that is specific and focuses on advancing student learning.
• Instructional adjustment[20]	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.	Encourages students to identify ways to adjust instruction that will be effective for them as individuals and result in quality work.

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

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

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4a. Engaging in continuous professional learning to impact instruction and student learning.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• 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	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts 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 learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4b. Collaborating to develop and sustain a professional learning environment to support student learning.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				
• Collaboration with colleagues	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates with colleagues to analyze data and uses results to make minor adjusts to school instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instruction that support professional growth and student learning.
• Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
• Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.		Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				

4: Professional Responsibilities and Teacher Leadership

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

• Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
• Family and community engagement	Limits communication with families about student academic performance to required reports and conferences.	Communicates with families about student academic performance through reports and conferences and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively7with families about learning expectations, and student academic or behavioral performance ; develops positive relationships with families to build student success.	Supports and collaborates with colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learningFseeks input from families and the community to support student growth and development.
• Culturally responsive[21] communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families **OR** demonstrates bias and/or negativity.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with families and the community.

[21] **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 experience.

Adaptation of CCT Rubric -- for School Counselors

Key Instructional Competencies and Organization of the Rubric for School Counselors:

CCT Rubric for Effective Teaching		**Observed**
Domain 1	**Classroom Environment, Student Engagement and Commitment to Learning**	*Observation when counselor is delivering a lesson, working one-on-one, or in small groups*
Domain 2	**Planning for Active Learning**	*Non-classroom observations/reviews of practice.*
Domain 3	**Instruction for Active Learning**	*In-class observation when school counselor is modeling a lesson or co-teaching.*
Domain 4	**Professional Responsibilities and Teacher Leadership**	*Non-classroom observations/reviews of practice.*

1: Classroom Environment, Student Engagement and Commitment to Learning

School Counselors promote student engagement, independence and interdependence in learning and facilitate positive learning

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs[2] of all students.				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Rapport and positive social interactions	Interactions between counselor and students are negative or disrespectful and/or the counselor does not promote positive interactions among students.	Interactions between school counselor and students are generally positive and respectful and/or the school counselor inconsistently makes attempts to promote positive social interactions among students.	Interactions between school counselor and students are consistently positive and respectful and the school counselor regularly promotes positive interactions or there are no disrespectful behaviors between students.	Evidence exists that students appropriately correct one another using school counselor designed interventions/or there is no disrespectful behavior between students.
• Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
• Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students and	Creates a learning environment in which some studentsare	Creates a learning environment in which most students are	Students are willing to take intellectual risks and are

	from taking intellectual risks.	willing to take intellectual risks.	willing to take intellectual risks.	encouraged to respectfully question or challenge ideas presented by the school counselor or other students.
• High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

[2]**Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.
[3]**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement and Commitment to Learning

School Counselors promote student engagement, independence and interdependence in learning and facilitate positive learning

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence of knowing school rules	Identifies school rules for students.	Supports school rules.	Student behavior is completely appropriate. **OR** School counselor seamlessly responds to misbehavior.
• Promoting social competence[4] and responsible behavior	Provides little to no instruction for students to develop social skills and responsible behavior.	Inconsistently reinforces social skills.	When necessary, positively reinforces social skills and builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

[4]**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).
[5]**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning

School Counselors promote student engagement, independence and interdependence in learning and facilitate positive learning

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1c. Maximizing instructional time by effectively managing responsibilities.[6]				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Time management of responsibilities within	Loss of significant time due to ineffective time management	Some ineffective planning or time management resulting in	Maximizing time by establishing and effectively	Allows opportunities for student/s to independently

the restraints of the schedule.	leading to loss of meeting/ instructional time.	some loss of meeting/ instructional time.	managing procedures and meeting/instructional routines.	facilitate routines and transitions.

[6]**Routines** are non-instructional organizational activities such as making schedules, distributing materials in preparation for instruction, communicating via email, visiting classrooms.

2: Planning for Active Learning

School Counselors plan meetings to engage students in significant and relevant learning to promote their curiosity about themselves and the connection to the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
• Content of lesson is aligned with standards or best practice in the school counselor's area.[11]	Plans lesson misaligned with or not addressing the best practice standards.	Plans lesson that partially addresses standards or best practices.	Plans lesson that directly addresses Connecticut Core Standards and other best practices.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
• Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence lesson.	Partially aligns lesson within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of lesson within the sequence of lessons and supports an appropriate level of challenge.	Plans lesson to challenge students to extend their learning to make interdisciplinary connections.
• Use of data to determine students' prior knowledge when developing units and lessons with teachers.	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate data to plan units with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine students' prior knowledge and skills to plan units and curricula and advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
• Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs instruction to allow students to independently select literacy strategies that support their learning for the task.

[7]**Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge** (DOK) 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.

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

[10]**Literacy through the content areas**: strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

[11]Content includes students' current individualized education plan, (IEP) or individual student plan.

2: Planning for Active Learning

School Counselors plan meetings to engage students in significant and relevant learning to promote their curiosity about themselves and the connection to the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2b. Planning instruction to cognitively engage students in the content.				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Strategies, tasks and questions are selected to cognitively engage students	Selecting or designing strategies that provide students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking.	Selecting or designing strategies that provide students with some opportunities for problem-solving or critical thinking.	Selecting or designing strategies that lead to problem-solving, critical thinking, and discourse or inquiry at an appropriate level of challenge and which have application to other situations.	Select and design resources that extend opportunities beyond the classroom or school and provide for real world and career connections.
• Instructional resources,[13] and flexible groupings[14] are selected to support engagement and new learning	Selects or designs resources and/or groupings that do not efficiently support student access to attainment of outcomes.	Selects or designs resources and/or groupings that generally support access to and attainment of outcomes	Selects or designs resources and groupings that support attainment of outcomes.	Selects or designs resources and groupings that consistently support attainment of outcomes.

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

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

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

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

2: Planning for Active Learning

School Counselors plan meetings to engage students in significant and relevant learning to promote their curiosity about themselves and the connection to the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2c. Comprehensive data analysis, interpretation and communication with teachers				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for 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 lessons.	Plans strategies to engage students using assessment criteria to reflect on their own progress.
• Assessment of student knowledge and skills	Assessment is limited and plan does not use data to guide instruction.	Assessment is basic and the plan reflects a general understanding of students' level of skills.	Assessment is differentiated for the needs of students and is carefully designed to answer questions about the student's learning.	Assessment is timely and thorough, and plan is highly effective, addressing the specific needs of each student.

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

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

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3a. Implementing instructional content[16] for learning.				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with standards.	Students are encouraged to explain how the learning is situated within the broader learning context.
• Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content with others
• Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Presents content in a logical and purposeful progression and at an appropriate level of challenge to advance content understanding for all teachers.	Challenges students to extend their learning beyond the lesson/activity expectations and/or make connections to other areas in their lives.
• Literacy Strategies[17]	Presents instruction with no opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.

[16]**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.
[17]**Literacy:** 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 disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Strategies, tasks and	Includes tasks that do not lead	Includes a combination of tasks and	Employs differentiated strategies	Includes opportunities for students

• Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning appropriate to the students' individual level of development.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem- solving, critical thinking and/or purposeful discourse or inquiry appropriate to the students' individual level of development.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking. Opportunities are provided for students to take the lead and develop their own questions and/or problem-solving strategies.	Includes opportunities for students to work and/or share their own questions and problem- solving strategies.
• Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways.	Includes opportunities for student ownership, self-direction and choice of resources to develop their learning.
• Student responsibility and independence	Models instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Models instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects CT Core Standards connections.

[18]**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.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3c. Assessing student learning, providing feedback to students and adjusting instruction.				*In addition to the characteristics of accomplished including one or more of the following characteristics when delivering a classroom lesson, working one-on-one, or in small group:*
Attributes				
• Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Include student input in generating specific criteria for assignments.
• Ongoing assessment of student learning and teacher instruction	Assesses with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and reflection, helping themselves or their peers to improve their learning.
• Feedback[19] to students and/or teachers	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages perspective-taking that is specific and focuses on advancing student learning.
• Instructional adjustment[20]	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.	Encourages students to identify ways to adjust instruction that will be effective for them as individuals and result in quality work.

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

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

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4a. Engaging in continuous professional learning to impact instruction and student learning.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• 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	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts 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 learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4b. Collaborating to develop and sustain a professional learning environment to support student learning.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				
• Collaboration with colleagues	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates with colleagues to analyze data and uses results to make minor adjusts to school instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instruction that support professional growth and student learning.
• Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
• Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.		Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				

4: Professional Responsibilities and Teacher Leadership

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

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

[21] **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 experience.

Adaptation of CCT Rubric -- for Library Media Specialists

Key Instructional Competencies and Organization of the Rubric:

CCT Rubric for Effective Teaching		**Observed**
Domain 1	**Classroom Environment, Student Engagement and Commitment to Learning**	*In-class observation when specialist is modeling a lesson or co-teaching.*
Domain 2	**Planning for Active Learning**	*Non-classroom observations/reviews of practice.*
Domain 3	**Instruction for Active Learning**	*In-class observation when specialist is modeling a lesson or co-teaching.*
Domain 4	**Professional Responsibilities and Leadership**	*Non-classroom observations/reviews of practice.*

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1a. Creating a positive learning environment and physical space that is responsive to and respectful of the learning needs[2] of all students and addresses safety, traffic flow, self-directed use, functions and flexibility.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes evident when modeling lessons, co-teaching, or managing routines and patron interaction/use.				
• Rapport and positive social interactions	• Demonstrating negative interactions or lack of interactions between specialist and students and teachers • Demonstrating disrespect toward learning needs of teachers whereby teachers are reluctant to request assistance for fear of seeming deficient	• Establishing rapport and positive interaction with some but not all students and teachers • Establishing a cordial and trusting learning environment that is respectful and supportive of all teachers	• Maintaining rapport and positive interactions with students and teachers promoting expectations that they are respectful of one another. • Maintaining a learning environment that is trusting, respectful and supportive.	*In addition to the characteristics of Accomplished:* • Involving learners in promoting a respectful learning environment • Relationships are highly trusting supportive and respectful with many contacts for assistance initiated by teachers.
• Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
• Organizing physical space	The library is not organized for safety,	The library is organized for safety and	The library is organized for safety, ease	The library is very effectively organized

Safety, Traffic flow, Self-directed use, Consideration of functions, Flexibility	has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions. .	ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other	of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not	for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions
• High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning and communicates these expectations to teachers.

[2]**Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.
[3]**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				*In addition to the characteristics of accomplished including one or more of the following when teaching a classroom lesson:*
Attributes				
• Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence of knowing school rules	Identifies school rules for students.	Supports school rules.	Student behavior is completely appropriate. **OR** Specialist seamlessly responds to misbehavior.
• Promoting social competence[4] and responsible behavior	Provides little to no instruction for students to develop social skills and responsible behavior.	Inconsistently reinforces social skills.	When necessary, positively reinforces social skills and builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

[4]**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).
[5]**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1c. Maximizing instructional time by effectively managing responsibilities and library procedures.[6]				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes				
• Time management of	Loss of significant time due to	Some ineffective planning or	Maximizing time by	Procedures to access

responsibilities within the restraints of the schedule.	ineffective time management leading to limited opportunities for teachers to gain instructional support.	time management for teachers to receive support.	establishing and effectively managing procedures for teachers to gain access to instructional support.	instructional support are clear to all teachers and have been developed collaboratively.
Managing Library Procedures Circulation procedures Scheduling procedures	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school librarian	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school librarian.

[6]**Routines** are non-instructional organizational activities such as making schedules, distributing materials in preparation for instruction, communicating via email, visiting classrooms.

2: Planning for Active Learning

The Library Media Specialist plans instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world around them by .

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2a. Planning of instructional content that is aligned with standards, builds on student's prior knowledge, and provides for appropriate level of challenge for all students.				*In addition to the characteristics of accomplished including one or more of the following:*
• Content of lesson is aligned with standards	Plans curriculum misaligned with or not addressing the Connecticut Core Standards or AASL Standards.	Plans curriculum that partially addresses Connecticut Core Standards or AASL Standards..	Plans curriculum that directly addresses Connecticut Core Standards or AASL Standards..	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
• Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence lesson.	Partially aligns content of the lesson within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of the lesson within the sequence of lessons and supports an appropriate level of challenge.	Plans to challenges students to extend their learning and make interdisciplinary connections.
• Use of formative assessment to determine students' prior knowledge and differentiate based on student learning needs.	Uses general curriculum goals to plan common instruction and learning tasks without consideration of formative assessment or different learning needs.	Uses appropriate whole class formative assessment to plan instruction, with limited attention to prior knowledge and/or skills of individual students.	Uses appropriate, whole-class formative assessment to differentiate instruction for students.	Plans for students to self-assess what they already know and determine what they need to learn and how they are going to learn it.
• Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop an interest in learning to read for pleasure .	Plans instruction that includes some opportunities for students to develop an interest in reading for pleasure.	Plans instruction that promotes opportunities for students to read books from different genres for reading for pleasure.	Has extensive knowledge about literature and resources to find reading material that supports student's personal reading interests.

[7]**Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge** (DOK) a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** – aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.
[8]**Lesson Plan** – a purposeful planned learning experience.
[9]**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.
[10]**Literacy 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 disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

2: Planning for Active Learning

The Library Media Specialist plans instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world around them by .

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2b. Planning curriculum to cognitively engage students in the content.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes when presenting a lesson				
• Strategies, tasks and questions areselected tocognitively engage students	Plans instruction that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the library.
• Instructional resources[13], and flexible groupings[14] are selected to support engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

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

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

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

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

2: Planning for Active Learning

The Library Media Specialist plans instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world around them by .

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2c. Selecting appropriate assessment strategies to monitor student progress.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes when presenting a lesson				
• Criteria for student success	Does not plan criteria for student success and/or does not plan opportunities for students to self-assess	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
• Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

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

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

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3a. Implementing instructional content[16] for learning.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes when presenting a lesson.				
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to teachers and sets a specific purpose for instruction and helps students to see how the learning is aligned with Connecticut Standards	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
• Information access or content area access	LMS is not able to recommend or guide students to appropriate engaging resources.	MS sometimes recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding.	LMS usually recommends or guides students to resources that link well with content learning goals, students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding.	LMS recommends or guides students to resources that link well with the content learning goals, students' prior knowledge, and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding.
• Content progression and level of challenge	Presents content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Clearly presents content in a logical and purposeful progression and at an appropriate level of challenge to advance learning for all students.	Challenges to extend student learning beyond the lesson expectations and make cross-curricular connections
• Using questioning and research techniques	Presents information with few opportunities for students to engage in literacy or answer questions.	Guides students to develop literacy skills and think about their research topic	Uses open-ended and probing questions to guide student inquiry and to help students think critically as they formulate questions about their research topic.	Uses open-ended and probing questions to guide student inquiry and to help students think critically as they formulate pertinent questions about their research and extend their learning.

[16]**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.
[17]**Literacy:** 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 disciple; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3b. - Leading students to construct meaning and apply new learning in the classroom and in the library through the use of a variety of differentiated and evidence-based learning strategies.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes when presenting a lesson.				
• Strategies, tasks and	Includes tasks that do not lead	Includes a combination of tasks and	Employs differentiated strategies	Includes opportunities for students

• Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
• Student responsibility and independence	Models instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Models instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Models instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Models instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects CT Core Standards connections.

[18]**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.

3: Instruction for Active Learning

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3c. Assessing student learning, providing feedback to students and adjusting instruction.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes when observing, modeling or co-teaching a lesson				
• Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
• Ongoing assessment of student learning and teacher instruction	Assesses with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
• Feedback[19] to students and/or teachers	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 or teachers advance their learning.	Encourages peer feedback and collaboration that is specific and focuses on advancing student learning.
• Instructional adjustment[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance. Makes modest changes in the library media program when confronted with the evidence for the need for change	Adjusts instruction as necessary in response to individual and group performance. Makes revisions to the library media program on an ongoing basis	Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work. Continually seeks ways to improve the library media program and makes changes as needed in response to students, parents, or teachers.

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

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

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4a. Engaging in continuous professional learning to impact library services and student learning.				*In addition to the characteristics of accomplished including one or more of the following:*
Attributes as a LMS				
• Self-evaluation and reflection and impact on student learning	Insufficiently reflects on/analyzes library services/program, instructional practice, and impact on student learning.	Self-evaluates and reflects on library services/program, instructional practice, and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice library services/program, instructional 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 library services/program, instructional practice, and address learning, school and professional needs.
• Response to feedback	Unwillingly accepts supervisor feedback and recommendations for improving library services/program and instructional practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts feedback and makes changes in library services/program and instructional practice based on feedback.	Proactively seeks feedback in order to improve library services/program and a range of professional practices .
• Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4b. Collaborating to develop and sustain a professional learning environment to in the library media center and the classroom.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				
• Collaboration with colleagues	Participates in required activities to review data but does not use data to adjust instructional practices or the library services program.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to school instructional practices or the library services program.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction or the library services program.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning, instructional practices and the library services program that support professional growth and student learning.
• Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
• Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.				*In addition to characteristics of accomplished including one or more of the following:*
Attributes				
• Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
• Family and community engagement	Limited communication with families and the community about library events, programs and policies.	Communicates with families and the learning community about library events, programs, and policies through required reports and conferences	Communicates frequently and proactively with families and the learning community about library events, programs, and policies; 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 in the specialist's content areaH seeks input from families and the community to support student growth and development.
• Culturally responsive[21] communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students, teachers and families **OR** demonstrates bias and/or negativity.	Generally communicates with teachers, families and the community in a culturally respectful manner.	Consistently communicates with teachers, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with teachers and families and the community.

[21] **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

Administrator Evaluation

Colchester will adopt Connecticut's SEED Model for Administrators in its entirety for the 2015-16 school year.

Because our district has determined not to include state test data in teacher evaluation, pending the U.S. Department of Education's approval of Connecticut's request for flexibility on the use of student test data Colchester will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. An administrator's 5% Teacher Effectiveness Outcomes component will be measured by an aggregation of teachers' accomplishments on student learning objectives (SLO's).

Administrator Evaluation and Support

The Connecticut State Department of Education (CDSE) designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

The SEED Model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:

Observation of Leadership Performance and Practice (40%)

Stakeholder Feedback (10%)

Practice-Related indicators

Student Learning (45%)

Teacher Effectiveness Outcomes (5%)

Student Outcomes Related Indicators

This document includes "Points for Consideration" to assist district PDEC in developing processes or enhancing existing processes necessary for ongoing development and support of administrators for the following requirements:

- Evaluator Training
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- nCareer Development and Growth

PLEASE NOTE: *In electing to implement the SEED model, your district is expected to implement the components of evaluation and support , as well as the additional requirements referenced above with fidelity as outlined in this handbook. In addition, evaluators of admin- istrators are expected to participate in the multi-day CSDE sponsored training as described within this document. In response to requests from districts for further clarification on these requirements, we have provided "Points for Consideration" to assist districts and their PDEC in plan development.*

ADMINISTRATOR EVALUATION and DEVELOPMENT

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

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

These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects[6];
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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1 Smarter Balanced Assessments *will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S .Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.*

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

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

   a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

   b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

   a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.

   b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

Process and Timeline

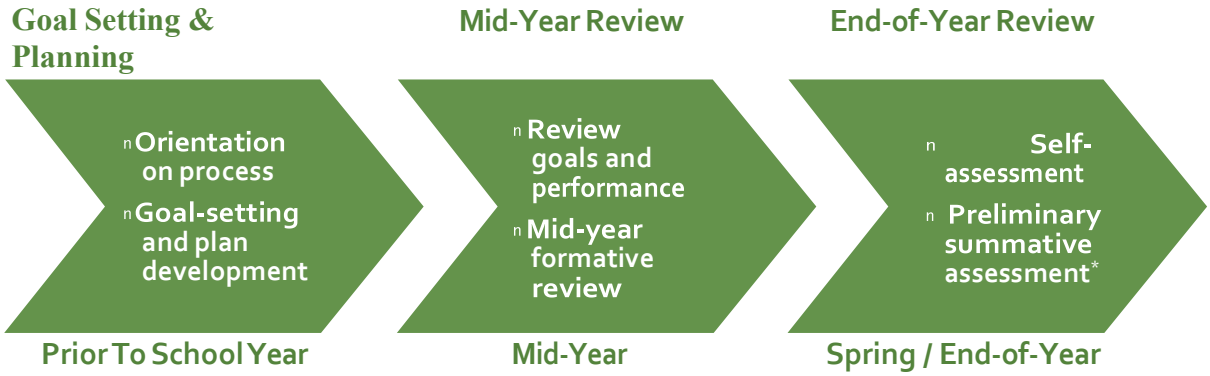
This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation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

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

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:



** Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating[7].
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/ him to the evaluation process.Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

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

2 Smarter Balanced Assessments *will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S .Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.*

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 69 for details) and one target related to stakeholder feedback (see **page 62** for details).

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

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

Are there any assumptions about specific goals that need to be shared because of the local school context?

Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

What are the sources of evidence to be used in assessing an administrator's performance?

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

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

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

Sample Evaluation AND SUPPORT Plan

Administrator's Name _____

Evaluator's Name _____

School _____

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

Step 3: Plan Implementation and Evidence Collection

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

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

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

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

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

A note on the frequency of school site observations:

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

2 observations for each administrator.

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

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

Step 4: Mid-Year Formative Review

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

The administrator analyzes available student achievement data and considers progress toward outcome goals.

The evaluator reviews observation and feedback forms to identify key themes for discussion.

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

Step 5: Self-Assessment

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

Needs to grow and improve practice on this element;

Has some strengths on this element but needs to continue to grow and improve;

Is consistently effective on this element; or

Can empower others to be effective on this element.

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

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

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

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

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

Deepen understanding of the evaluation criteria;

Defineproficientleadership;

Collect,sortandanalyzeevidenceacrossacontinuumofperformance; and

Determineafinalsummativeratingacrossmultipleindicators.

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

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

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

If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.

If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.

If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014
http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

1. **Structured Support:** An administrator 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 administrator 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 administrator 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.

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial 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 administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals.

Leadership Practice Related Indicators

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

Observation of Leadership Practice, which counts for 40%; and

Stakeholder Feedback, which counts for 10%.

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

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

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

1. **Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
2. **Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. **Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

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

Figure 3: Leadership Practice – 6 Performance Expectations

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

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

***Exemplary*:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

***Proficient*:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.

***Developing*:** The Developing Level focuses on leaders with a general knowledge of leader- ship practices but most of those practices do not necessarily lead to positive results.

***Below Standard*:** The Below Standard Level focuses on a limited understanding of leader- ship practices and general inaction on the part of the leader.

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

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

Strategies for Using the CCL Leader Eval Rubric

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

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

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

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards[8].

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

Performance Expectation 1: Vision, Mission and Goals

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

Element A: High Expectations for All

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

The Leader...

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

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

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard.*

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Profi ent	Developing	Below Standard
Exemplary on Teaching and Learning + *Exemplary* on at least 2 other performance expectations + No rating below *Proficient* on any performance expectation	At least *Proficient* on Teaching and Learning + At least *Proficient* on at least 3 other performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on Teaching and Learning + At least *Developing* on at least 3 other performance expectations	*Below Standard* on Teaching and Learning or *Below Standard* on at least 3 other performance expectations

Assistant Principals and Other School-Based Administrators:

Exemplary	Profi ent	Developing	Below Standard
Exemplary on at least half of measured performance expectations + No rating below *Proficient* on any performance expectation	At least *Proficient* on at least a majority of performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on at least a majority of performance expectations	*Below Standard* on at least half of performance expectations

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

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

School practice surveys capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.

School climate surveys cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

The survey(s) selected by a district for gathering feedback must 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). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members
All teachers and staff members All students

Assistant Principals and other school-based administrators:

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

CENTRAL OFFICE ADMINISTRATORS

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

Principals or principal supervisors
Other direct reports
Relevant family members

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

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

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

Principals
Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.

Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

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

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

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

Examples of Survey Applications

Example #1:

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

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

Example #2:

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

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

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

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

Student Outcomes Related Indicators includes two components:

Student Learning, which counts for 45%; and

Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

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

Currently, the state's accountability system[9] includes two measures of student academic learning:

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

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

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

4 All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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

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

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

SPI Progress (all students and subgroups)

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

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

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

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

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

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

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

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

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

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

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indictors is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

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

All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

	SLO1	SLO2 SLO3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.	

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

Student performance or growth on state-administered assessments and/or district-ad- opted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

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

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

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

First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.

The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

- The objectives are adequately ambitious.
- There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

Central Office Administrators will be responsible for the teachers under their assigned role.

All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

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

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

Meeting expectations as an instructional leader;

Meeting expectations in at least 3 other areas of practice;

Meeting and making progress on 1 target related to stakeholder feedback;

Meeting state accountability growth targets on tests of core academic subjects;

Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and

Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

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

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

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