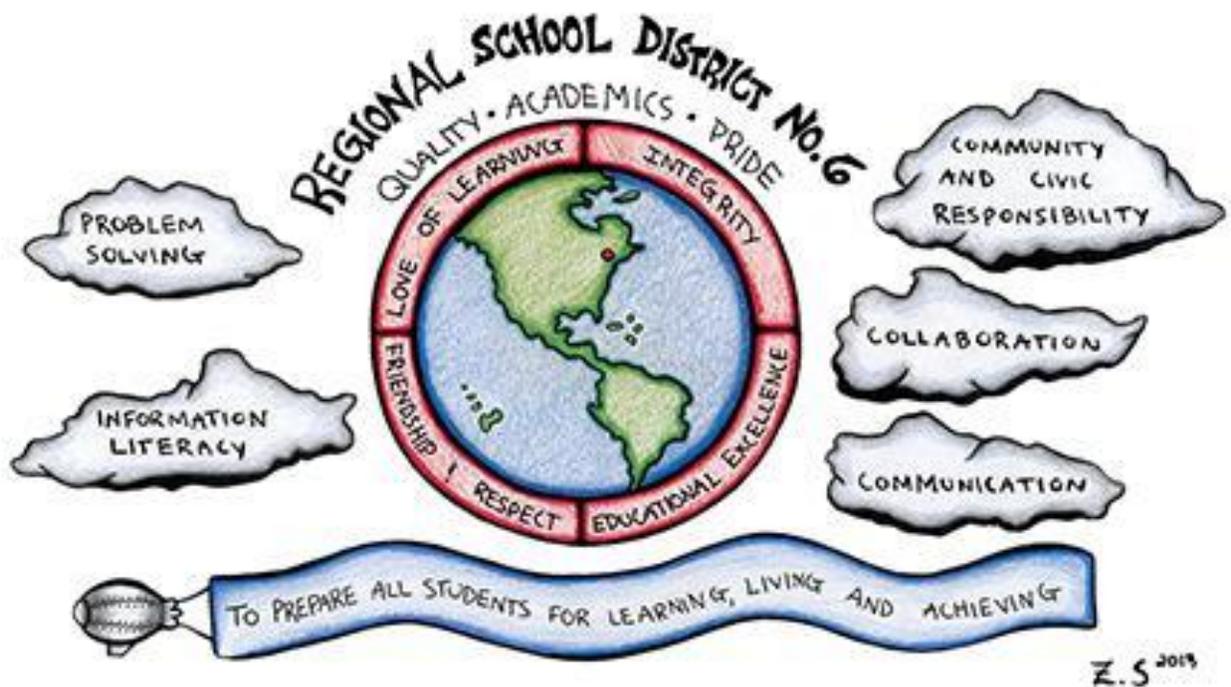


# Regional School District No. 6

## Professional Learning and Evaluation Plan

2015-2016



# **Regional School District No. 6's Mission, Core Values, Learning Expectations and Motto**

## **Mission**

**To Prepare All Students for Learning Living and Achieving.**

## **Core Values**

**Love of Learning  
Integrity  
Friendship & Respect  
Educational Excellence**

## **Learning Expectations**

**Community and Civic Responsibility  
Collaboration  
Communication  
Problem Solving  
Information Literacy**

## **Motto**

**Quality. Academics. Pride.**

**PROFESSIONAL DEVELOPMENT AND EVALUATION PLAN**

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# OVERVIEW

## INTRODUCTION

Regional School District No. 6's Professional Development and Evaluation Plan has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation. Regional School District No. 6's Professional Development and Evaluation Plan represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, schools and programs. As such, the Program: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our school's missions and values; and c) meets the educational needs of the stakeholders in our school.

### **Core Values and Beliefs about Professional Learning**

Regional School District No. 6's Professional Development and Evaluation Plan establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for Regional School District No. 6's Professional Development and Evaluation Plan .

We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

#### ***We believe that:***

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.

- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
  
- A comprehensive evaluation process includes:
  - on-going inquiry into and reflection on practice;
  - goal-setting aligned with expectations for student learning;
  - information gathered from multiple sources of evidence;
  - analysis of data from multiple sources of evidence;
  - support structures for feedback, assistance, and professional collaboration;
  - research-based professional learning opportunities aligned with the needs of teachers.
  
- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

### ***Philosophy of Professional Evaluation***

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Regional School District No. 6 Professional Development and Evaluation Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (CCT)*; the *Common Core of Leading (CCL)*, Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments; and the Region 6 curriculum standards.

The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument, the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Regional School District No. 6's professional evaluation program takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Program also include those responsibilities that we believe to be the key in promoting a positive school climate and the

development of a professional learning community.

### ***Professional Development and Evaluation Plan goals***

#### **1. Professionalize the Profession**

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field.
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to Regional School District No. 6 schools and programs.
- Ensure that only high-quality professionals are selected for tenure in Regional School District No. 6 schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

#### **2. Improve the quality and focus of observation and evaluation**

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
- Improve quantity and quality of feedback to those evaluated.
- Align evaluation findings with professional learning program and support systems.

#### **3. Support organizational improvement through the Professional Development and Evaluation Plan .**

- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
- Provide educators with multiple avenues for pursuing professional learning.
- Integrate Regional School District No. 6 resources to support and provide professional learning opportunities.

- Create formal and informal opportunities for educators to share professional learning with colleagues.

### ***Roles and Responsibilities for professional learning and evaluation***

#### **Definition of Teacher and Evaluator**

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

#### **Superintendent's Role in the Evaluation Process**

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Regional School District No. 6's Board of Education and the evaluation process.
- The Superintendent or designee will be responsible for ensuring that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

#### **Responsibility for Evaluations**

The Superintendent and administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:

##### ***Superintendent***

- Principal
- Director of Student Services
- Chief Academic Officer

##### ***Principal***

- Assistant Principal/Data Coordinator

##### ***Administrators (Principal, Assistant Principal, Chief Academic Officer)***

- Teachers
- Guidance Counselors

##### ***Director of Student Services***

- Psychologist
- Speech Language Pathologists
- Other Related Services Personnel
- Special Education Teachers
- Social Worker

Department Heads/Other Qualified Teachers

- Teachers
- Special Education Teachers
- Social Workers
- Psychologist

### **Roles and Responsibilities of Evaluators and Evaluatees**

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- 21st Century Instruction & Learning Standards - Instructional Practice Rubric.
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the CMT/CAPT Assessments (and Smarter Balanced Assessments, when available), as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

#### **Evaluator Roles**

- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

#### **Evaluatee Roles**

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance.

## ***IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT AND EVALUATION PLAN***

### **Training and Orientation of Teachers and Administrators**

Teachers and administrators new to Regional School District No. 6 (employed after implementation) will be provided with copies of the Professional Learning and Evaluating Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Regional School District No. 6's Administration.

### **New Educator Support and Induction**

In the interest of supporting all educators in the implementation of the Program, Regional School District No. 6 will offer localized support to new staff. A variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Connecticut Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

### **Evaluator Orientation and Support**

Understanding of Regional School District No. 6's Professional Development and Evaluation Plan's features, 21st Century Instruction & Learning Standards, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Connecticut Core Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Regional School District No. 6's Evaluation Program. Evaluators will

review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by Regional School District No. 6's Principal, Assistant Principal, Chief Academic Officer and Director of Student Services.

### **Resources for Program Implementation**

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Program will be allocated annually and determined on a program by program basis.

### ***Dispute Resolution***

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The resolution process may be implemented when there is a question as to whether or not:

1. evaluation procedures and/or guidelines have been appropriately followed;
2. adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with the law governing confidentiality.

### **Dispute Resolution - Evaluation Ratings**

**NOTE:** The evaluatee shall be entitled to a Union representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If there has been no resolution, the **Superintendent** will review information from the evaluator and evaluatee and will meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the **Superintendent** will act as arbitrator and make a final decision.

### **Time Limits**

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.
4. Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

# TEACHER EVALUATION PLAN

## ***OVERVIEW***

Regional School District No. 6's Professional Development and Evaluation Plan supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Development and Evaluation Plan as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among Regional School District No. 6 schools and programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System (PASS), for those teachers and administrators in need of additional support to meet performance expectations.

## **Standards and Indicators of Teaching Practice**

The expectations for teacher practice in Regional School District No. 6's Professional Development and Evaluation Plan are defined using the three domains and their indicators of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric Continuum*. This tool is used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Accomplished; Exemplary*. The *21st Century Instruction & Learning Standards - Instructional Practice Rubric* is provided in Appendix A of this document.

## **Core Requirements of the Evaluation Program**

Regional School District No. 6's Professional Development and Evaluation Plan is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is a description of the processes and components of Regional School District No. 6's program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

## **Process and Timeline of Teacher Evaluation**

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

### **1. Orientation ( by September 15):**

To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. The *21st Century Instruction & Learning Standards - Instructional Practice Rubric*.
2. administrator, school, and district priorities that should be reflected in teacher performance and practice goals.
3. SLO goal which will be developed through **mutual agreement** between the teacher and his or her evaluator and is related to student outcomes and achievement.
4. data regarding whole-school indicators of student learning.
5. self-assessment processes and purposes.
6. data collection, including types of data and processes for collection and analysis.
7. access to the online evaluation system
8. access to district and school goals

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

### **2. Goal-setting Conference – by October 15:**

*Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning goals, and the *21st Century Instruction & Learning Standards - Instructional Practice Rubric*. The teacher will draft the following goals:

- a) **one SLO Goal** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;
- b) **a performance and practice goal**, based on student performance data, **whole-school climate survey** or learning data, teacher reflection and previous year's evaluator observations and review of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric*;
- c) **a goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**; and
- d) **a goal based on whole school indicators of student learning** for the school year as determined by Student Feedback.

Teachers may collaborate in grade-level or subject-matter teams to support the goal-setting process where appropriate.

First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing goals.

*Goal-setting conference* – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

*Examples of data and evidence that may be included in the goal-setting conference:*

<ul style="list-style-type: none"> <li>· Lesson Plans</li> <li>· Formative Assessment Data</li> <li>· Summative Assessment Data</li> <li>· Student Work</li> <li>· Parent Communication Logs</li> <li>· Data Team Minutes</li> <li>· Survey Data</li> <li>· PLC Minutes</li> </ul>	<ul style="list-style-type: none"> <li>· Class List</li> <li>· Standardized and non-standardized Data (based on the teacher’s class)</li> <li>· School-Level Data</li> <li>· 21st Century Instruction &amp; Learning Standards - Instructional Practice Rubric</li> </ul>
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**Observations of practice (by November 30, January 30, and April 30)**

Evaluators will observe teacher practice through formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher’s summative evaluation rating (see Observation Schedule on p. 26).

**Evidence collection and review (throughout school year):**

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

**Interim Conference (by March 1) :**

a. The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one’s practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches

used and/or mid-year adjustment of goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

## **2. End-of-year summative review (by June 15):**

a. *Teacher self-assessment* – (due to the evaluator 5 working days prior to the end-of-year conference). The teacher reviews and reflects upon all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* and established in the goal-setting conference.

b. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SLO goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

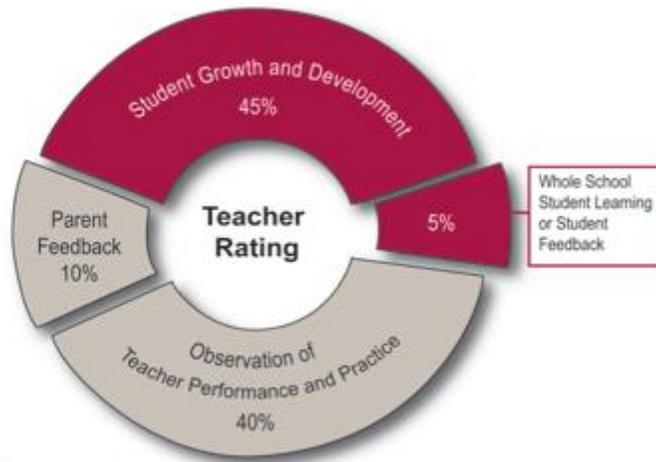
d. *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before August 15.

## **3. Summative rating revisions (by August 15)**

a. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year.

### **Components of Teacher Evaluation and Rating**

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:



**CATEGORY 1: Student Outcomes and Achievement (45%)**

Forty-five percent (45%) of a teacher’s evaluation will be based on achievement of student learning outcomes (SLO) defined by a teacher-created SLO goal that is aligned with both standardized and non-standardized measures. Teachers are required to develop **one SLO goal** using multiple indicators to show student growth and development toward that goal. Teachers teaching in a subject affected by standardized test data must include at least one standardized indicator and at least one non-standardized indicator of student growth and development. Teachers or other certified support personnel who do not teach in a subject affected by standardized test data must include at least two non-standardized indicators of student growth and development.

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to the test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. For the other half (22.5%) of the indicators of academic growth and development, a minimum of one non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.) and a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute-resolution procedure.

Sources for the development of non-standardized indicators may include:

- o Curricular benchmark assessments.
- o Student portfolios of examples of work in content areas collected over time and reviewed annually.

- o Student constructed projects.
- o Teacher created pre- and post-assessments.

SMART goals for all personnel must demonstrate alignment with district and school -wide student achievement priorities.

**Goal Setting**

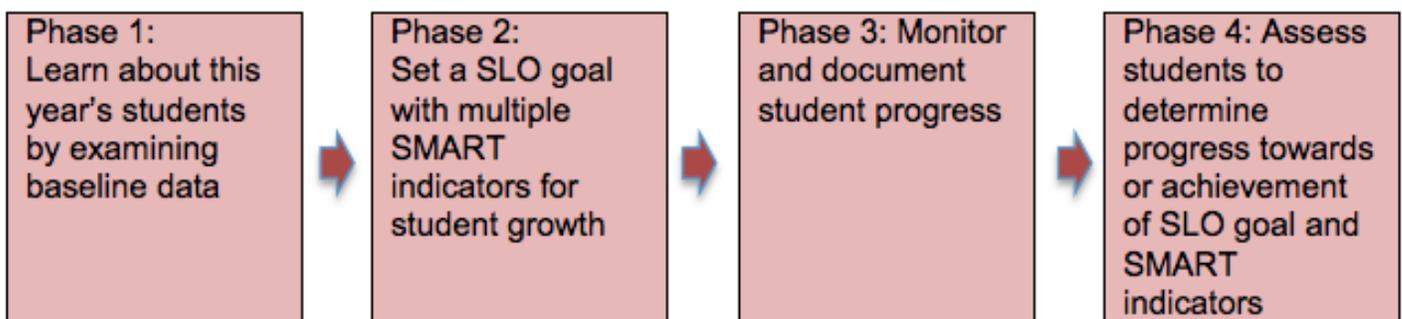
Regional School District No. 6 teachers’ SLO goal addresses the learning needs of their students and is aligned to the teacher’s assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write at least two (2) SMART indicators for the SLO goal that will address targeted areas for student growth and/or achievement.

The SLO goal will:

1. take into account the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher’s assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students’ learning needs vis-à-vis relevant baseline data.
5. be aligned to state and national curriculum standards/frameworks.
6. **be mutually agreed upon by teacher and their evaluator.**
7. be fair, valid, reliable and useful to the greatest extent possible.

**SLO Goals and Student Progress**

The following diagram illustrates the processes involved in establishing and assessing the SLO



goal for student learning.

Phase 1:  
Learn about this year's  
students by examining  
baseline data.

To write a meaningful and relevant goal with SMART indicators that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers may be required to analyze are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART indicators on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

Phase 2:  
Set SMART indicators for  
student growth.

Each teacher will write ONE SLO goal.

The SLO goal should make clear:

1. what evidence was or will be examined
2. what level of performance is targeted
3. strategies used to help students to reach learning targets
4. what assessment(s)/indicators will be used to measure the targeted level of performance
5. what proportion of students is projected to achieve the targeted performance level.

SMART indicators can also address student subgroups, such as high or low- performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Teachers will submit their SLO goal and SMART indicators to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15. Evaluators will review and approve the SMART indicators based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- **Priority of Content:** SMART indicator is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- **Rigor of SMART indicator:** SMART indicator is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome Data:** SMART indicators provide specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Phase 3:  
Monitor and document student  
progress.

Once the SLO goal and SMART indicators are approved, teachers must monitor students' progress toward achieving student learning SMART indicators.

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

**Interim Conferences - Mid-year check-ins:**

Evaluators and teachers will review progress toward the SLO goal and SMART indicators at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to the SLO goal and SMART indicators for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by March 1 of the academic year.

Phase 4:  
Assess students to determine progress  
towards or achievement of SLO goal and  
SMART indicators

**End-of-year review of SMART goals/ Student Outcomes and Achievement:**

*End of Year Conference* – The teacher shall collect evidence of student progress toward meeting the SLO goal. This evidence will reflect student progress toward meeting SMART indicators for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the SLO goal and SMART indicators. Following the conference, the evaluator will rate the extent of student progress toward meeting the SLO goal and SMART indicators, based on criteria for the 4 performance level designations shown in the table below.

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

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

To arrive at a rating for the SLO goal and each SMART indicator, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SLO goal and the SMART indicators holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is their SLO goal and SMART indicators score. Goal score may be calculated by assigning an equal weight for each IAGD associated with the goal. For example, if one IAGD was Partially Met, for 2 points, and the other IAGD was Met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual SMART indicator ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

## **CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)**

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the *21st Century Instruction & Learning Standards - Instructional Practice Rubric*.

### ***The 21st Century Instruction & Learning Standards - Instructional Practice Rubric Continuum***

The *21st Century Instruction & Learning Standards - Instructional Practice Rubric Continuum*, the observation instrument for Regional School District No. 6's Professional Development and Evaluation Plan, has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The *21st Century Instruction & Learning Standards - Instructional Practice Rubric*, which observers will use in conducting teacher observations and reviews of practice, was developed by a team from Education Connection, who reviewed the six domains and 46 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011 ). The *21st Century Instruction & Learning Standards - Instructional Practice Rubric* represents a distillation of each of these resources to three domains and 10 indicators crucial to effective practice that can be observed and applied in appraisals of teachers.

The *21st Century Instruction & Learning Standards - Instructional Practice Rubric* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self evaluations. The overarching principles of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a pathway to access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *21st Century Instruction & Learning Standards - Instructional Practice Rubric*, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

In employing the CCT as its foundation, the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The *21st*

*Century Instruction & Learning Standards - Instructional Practice Rubric* and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

### ***Teacher Goal Setting for Performance and Practice***

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals will not be evaluated, but should result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice.

### ***Data Gathering Process***

Regional School District No. 6 evaluators will use the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

### ***Observation of Teacher Practice***

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online or other approved options and collaborative sessions that will develop their skills in effective observation providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators and other instructional leaders use a combination of formal (Year 1) and informal (Years 2 and 3), announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;

2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

<b>Data-Informed Observation of Teacher Performance and Practice (40%)</b>		
<b>SOURCES OF DATA</b>	<b>EXAMPLES OF DATA</b>	<b>IMPORTANCE OF DATA</b>
Conferences	Data related to all 3 domains <ul style="list-style-type: none"> <li>• Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data</li> <li>• Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for teachers to demonstrate cause and effect thinking.</li> <li>• Provides opportunities for evaluator learning in content; <u>systems effectiveness</u>; priorities for professional learning</li> <li>• Provides context for observations and evaluation</li> </ul>
In-class observations	Data related to Domains 1-2 <ul style="list-style-type: none"> <li>• Teacher-student, student, student-student conversations, interactions, activities related to learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher’s ability to improve student learning and promote growth</li> </ul>
Non-classroom reviews of practice	Data related to Domain 3 <ol style="list-style-type: none"> <li>1. Teacher reflection, as evidenced in pre- and post-conference data.</li> <li>2. Engagement in professional development opportunities, involvement in action research.</li> <li>3. Collaboration with colleagues</li> <li>4. Teacher-family interactions</li> <li>5. Ethical decisions</li> <li>6. Reviews of lesson/unit plans and assessments</li> <li>7. Planning meetings</li> <li>8. Call-logs or notes from parent teacher meetings</li> <li>9. Observations of coaching/mentoring other teachers</li> <li>10. Attendance records from professional development or school-based activities/events</li> </ol>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</li> </ul>

Formal and informal observations are defined as follows:

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

\* Informal: Observations that last at least 10 minutes and are followed by written and/or verbal feedback.

In addition to formal conferences for goal-setting and performance review and formal observations during Year 1, informal observations of teachers by evaluators will occur during observation Years 2 and 3. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, at least one non-classroom review of practice will be conducted each year. The Professional Development and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

- Teachers who receive a summative performance evaluation designation of Below Standard or Developing for the previous year will receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. At least two of the three observations will include a pre-conference and all will include a post-conference with written and verbal feedback provided within five school days.

- Teachers who receive a summative performance evaluation designation of Accomplished or Exemplary for the previous year will receive at least one formal in-class observation and one review of practice during Year 1 of the evaluation cycle. Teachers will receive at least 3 informal in-class observations and 1 review of practice during Years 2 and 3 of the evaluation cycle.

## ***OBSERVATION SCHEDULE***

<b>PERFORMANCE DESIGNATION</b>	<b>NUMBER OF OBSERVATIONS</b>	<b>CONFERENCING AND FEEDBACK</b>
<b>1st and 2nd Year Novice Teachers</b>  <b>Teachers Designated Below Standard or Developing during the previous evaluation year</b>  <b>New Regional School District No. 6 Employees (first two years of employment)</b>	At least three in-class formal observations. Observations for non-classroom teachers will take place in appropriate settings.	Two must have pre-conferences, and all must have post-conferences with verbal and/or written feedback.
	At least one review of practice on a mutually agreed upon area of practice.	Feedback will be verbal and/or written.
<b>Year one of Evaluation Cycle for teachers with more than two years and designated as Accomplished or Exemplary during the previous evaluation year</b>	At least one in-class formal observation. Observations for non-classroom teachers will take place in appropriate settings.	Must have a pre-conferences and post-conferences with verbal and/or written feedback.
	At least one review of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/or written.
<b>Years Two and Three of Evaluation Cycle for teachers with more than two years and designated as Accomplished or Exemplary during the previous evaluation year</b>	A minimum of at least one formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years.	Feedback will be verbal and/or written.
	At least one review of practice on a mutually agreed upon area of practice must be completed every year.	Feedback for review of practice will be verbal and/or written.

### ***Evaluation Ratings for Performance and Practice***

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-3, evaluators will use the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* to initially assign ratings of Below Standard, Developing, Accomplished or Exemplary. **Ratings will be made at the Domain level only.** Ratings for each Indicator will be averaged together to determine the Domain level rating. If the average score lies between two ratings, then the score given the power indicator should be given extra weight in making the decision - up or down. In the event

that a rating of Below Standard is given in a power indicator, the score for that domain CANNOT be Accomplished regardless of the other indicator scores.

### **EVALUATOR TRAINING AND PROFICIENCY**

Formal observations of classroom practice are guided by the Domains and indicators of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric*. Evaluators participate in extensive training and are required to be Accomplished in the use of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

All evaluators new to Regional School District No. 6 will be required to participate in the training, proficiency and support sessions described above. All Regional School District No. 6 evaluators will be required to demonstrate proficiency in the use of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* for educator evaluation annually. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online or other approved proficiency activities. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* by participating in district update/calibration sessions.

### **CATEGORY 3. Parent Feedback (10%)**

Ten percent (10%) of a teacher's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

Regional School District No. 6 schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Panorama Education. The surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

Using an *online* Parent Survey that allows for anonymous responses, Regional School District No. 6 will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in May. The May survey data will be used as baseline data for the following academic year. Analysis of survey data will be

conducted on a school-wide basis, with certified staff engaged in the analysis, and result in two to three school-wide improvement goals. After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. This goal should be aligned with the overall school improvement parent goals, and be ambitious and attainable. **The parent feedback rating will be across four performance levels.**

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

#### **CATEGORY 4. Student Feedback (5%)**

Five percent (5%) of a teacher's evaluation shall be based on student feedback.

Regional School District No. 6 will administer a grade-appropriate student engagement survey and communicate a Whole School Learning Indicator that is based on the survey results to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator. **Student surveys will be anonymous and demonstrate fairness, reliability, validity and usefulness.**

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

### **Summative TEACHER EVALUATION Rating:**

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

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

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

*Accomplished* ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

*Developing* ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

*Below Standard* ratings indicates performance that has been determined to be below Accomplished on all components or unacceptably low on one or more indicators.

### ***Determining Summative Ratings***

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

#### **A. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Parent Feedback (10%) = 50%**

The practice rating derives from a teacher's performance on the three domains of the *21st Century Instruction & Learning Standards - Instructional Practice Rubric* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

#### **B. TEACHER OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%**

The outcomes rating derives from the one student learning outcome & achievement measure with multiple indicators – One SLO goal – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SLO goal agreed to in the beginning of the year. Indicators have an equal weight. For example, two indicators would each account for 22.5% of the total 45%. The Whole-School Student Learning Indicator Rating is combined with the SLO goal rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

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

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of Exemplary for Teacher Practice and a rating of Below Standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

*If upon re-examination of the data, the ratings do not change, the evaluator will use his/her professional judgment and the Matrix to determine the rating.*

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

In accordance with The CT Guidelines for Educator Evaluation, Regional School District No. 6's Professional Development and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Accomplished, Developing and Below Standard.
2. In order to determine summative rating designations for each teacher, Regional School District No. 6 evaluators will:
  - A. Rate teacher performance in each of the four Categories:
    1. Student Outcomes and Achievement;
    2. Observations of Teacher Performance and Practice;
    3. Parent Feedback, and

4. Whole-School Student Learning Indicators.
- B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Accomplished, Developing, or Below Standard.
- C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Accomplished, Developing, or Below Standard.
- D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Accomplished, Developing, or Below Standard**.

### **Definition of teacher effectiveness and Ineffectiveness**

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *Accomplished* summative ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *Below Standard* summative rating shall only be permitted in the first year of a novice teacher’s career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Developing or higher in year two and sequential Accomplished summative ratings in years three and four.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *Developing* summative ratings or one *Below Standard* summative rating at any time.

# **TEACHER Professional Assistance and Support System (PASS)**

## **Assistance Plan Process**

The district will create a remediation plan for any teacher who demonstrates a pattern of receiving Developing or Substandard ratings.

### **Description**

This phase is used for any teacher experiencing difficulties in meeting the standards in the 21<sup>st</sup> Century CCT Rubric, or assessed as “Ineffective” in a year-end summative evaluation. Any teacher assessed as “Ineffective” by definition in the Professional Development and Evaluation Plan, in a year-end summative evaluation, would begin an initial assistance plan at the beginning of the subsequent school year.

At any time, a teacher experiencing difficulties in meeting the standards in the 21<sup>st</sup> Century CCT Rubric may be placed on an assistance plan by his/her primary evaluator. However, preliminary interventions may be implemented prior to placement on a formal assistance plan. This may include repeating Year 1 of the Professional Status Cycle.

The district indicators for performance would include the following:

1. 21<sup>st</sup> Century CCT Rubric
2. Board of Education policies regarding Teaching Responsibilities
3. CT SDE Common Core of Teaching
4. National, state and district curriculum standards

The process for placing a certified staff member on an assistance plan includes the following:

- The evaluator must indicate that performance does not meet standard(s) through written communication that clearly describes the gap between the teacher’s current level of performance relative to the specific standard(s) from the 21<sup>st</sup> Century CCT Rubric.
- There must be sufficient documentation to clearly identify the gap in current performance relative to the specific standard(s) from the 21<sup>st</sup> Century CCT Rubric. This documentation may not be limited to classroom observation and may include, but not be limited to other sources of data as gathered by the evaluator. However, documentation must be relevant to the 21<sup>st</sup> Century CCT Rubric.

Once a teacher is placed on an assistance plan, another bargaining unit member may no longer evaluate the teachers. The design and management of the plan along with all evaluations related to the plan will become the responsibility of a Region 6 school administrator.

### Initial Plan of Assistance

Teachers placed on an assistance plan will first receive an Initial Plan of Assistance (“Initial Plan”). This initial plan will be collaboratively developed by the teacher, the bargaining unit representative, and the evaluating administrator. The responsibility for offering the appropriate support and structures, as outlined below, lies with Regional School District No. 6. The responsibility for making and sustaining improvement lies directly with the teacher. The following will be addressed in the Initial Plan:

1. The specific standard(s) not currently being met in the 21<sup>st</sup> Century CCT Rubric will be clearly identified.
2. The evaluator’s requirements for improvement in meeting the standard(s) will be outlined.
3. The evaluator will offer support and any additional resources appropriate to assist the teacher in meeting the standard(s).
4. The evaluator will indicate that failure to improve performance to meet the standard(s) within a reasonable and specific period will result in the implementation of an Intensive Assistance Plan.
5. Whenever the evaluator notes a serious performance concern at a time that does not permit the implementation of an Initial Plan of Assistance within normal evaluation guidelines (e.g. the end of a school year), the evaluation period will extend into the next school year. The Superintendent may assign other evaluators to assist in this process.
6. When a teacher successfully completes the Initial Plan, he or she returns to the regular evaluation cycle. Any reoccurrence of concerns will result in the teacher being placed on an Intensive Assistance Plan (“Intensive Plan”).
7. The teacher will be permitted to have bargaining unit representation at all conferences if he/she desires and requests such representation. The evaluator may invite other professional staff, including other administrators and teachers (with prior approval of the teacher), to participate in all conferences.
8. If the teacher does not agree with the content of the assistance plan, they may appeal to the Superintendent as stated in the remainder of this section.

### Intensive Assistance Plan

A teacher who does not improve their current performance to meet the specific standard(s) within a reasonable amount of time, or whose difficulties reoccur (within a reasonable amount of time) or intensify, will be moved to an Intensive Plan. This intensive remediation plan will be collaboratively developed by the teacher, the bargaining unit representative, and the evaluating administrator. The responsibility for offering the appropriate support and structures, as outlined below, lies with Regional School District No. 6. The responsibility for making and sustaining improvement lies directly with the teacher. This Intensive Plan:

- o Clearly identifies the specific standard(s) not being met and includes classroom or other observation(s) and/or records, as well as additional sources of data which specifically describe the gap in current performance relative to the specific standard(s) from the 21<sup>st</sup> Century CCT Rubric.
- o Clearly expresses the evaluator's requirements for improved performance.
- o Identifies the steps the teacher will take, the evidence the teacher will provide to demonstrate improvement, and appropriate resources to improve performance.
- o Provides a reasonable and specific time period in which improvement will be made.
- o Provides a monitoring system to be used in a supportive fashion, and includes a specific schedule of observations (announced or unannounced) and/or conferences as well as review of other appropriate data sources.
- o At the end of the period specified by the evaluator in the Intensive Plan,
- o The teacher will provide:
  - \* evidence that he or she has taken the steps necessary for improvement, and
  - \* A record of the steps taken and resources used.
- o The evaluator will provide the teacher with a formal written assessment that will contain:
  - \* A record of the observations and/or conferences, as well as any reviews of other appropriate data sources held to monitor performance.
  - \* An assessment of performance in meeting the specific standard(s) identified as not being met as of the date of the assessment.
  - \* A statement that the current performance meets the specific standard(s) from the 21<sup>st</sup> Century CCT Rubric, or a recommendation for further administrative action which, depending upon the seriousness of the gap in current performance relative to the specific standard(s) from the 21<sup>st</sup> Century CCT Rubric, may include, as appropriate, recommendation for other administrative action including, but not limited to, recommendation for termination of employment.

A copy of the written assessment will be given to the teacher; the evaluator will keep one and one will be kept in the teacher's personnel file in the District Office. The teacher will have the right to review the written assessment and may add written comments. The teacher may have bargaining unit representation at all conferences if he/she desires and requests such representation. The Superintendent, or his/her designee, may assign other evaluators to assist in this process.

### **Dispute-Resolution**

When a resolution of differences 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.



## **EVALUATION-BASED PROFESSIONAL LEARNING**

As our mission and vision imply, Regional School District No. 6 believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

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.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

The Standards for Professional Learning (Learning Forward, 2011) serves as the model for the district's professional development plan. Each of the tenets of Regional School District No. 6's Professional Development and Evaluation Plan is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

### **TENETS OF THE REGIONAL SCHOOL DISTRICT NO. 6 PLAN: ALIGNING STANDARDS AND PROCESSES:**

***Evaluation is a teacher-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by a teacher, and not a thing done to a worker" (Peterson, 2000, p. 5).

o Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]

\* Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.

\* Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

**Organizational culture matters:** The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).

o It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

\* Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]

\* Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]

\* Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]

\* Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

**Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

o The needs of veteran and novice teachers are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]

o The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

## Career Development and Professional Growth

Regional School District No. 6 will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Accomplished or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Regional School District No. 6; participating in development of educator Professional Assistance and Support System plans for peers whose performance is Developing or Below Standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

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Appendix A



*21<sup>st</sup> Century Instruction & Learning Standards*  
**Instructional Practice Rubric**

<http://www.educationconnection.org>

<http://www.skills21.org>

# *21<sup>st</sup> Century Instruction & Learning Standards*

## **Instructional Practice Rubric**

### **- AT A GLANCE -**

<p style="text-align: center;"><i>Domain 1:</i> <b>Planning and Creating an Environment to Support Active Learning</b></p> <p style="text-align: center;"><b>20%</b></p>	<p style="text-align: center;"><i>Domain 2:</i> <b>Instruction and Assessment for Active Learning</b></p> <p style="text-align: center;"><b>60%</b></p>	<p style="text-align: center;"><i>Domain 3</i> <b>Professional Responsibilities and Teacher Leadership</b></p> <p style="text-align: center;"><b>20%</b></p>
<p><b>1.1 - Appropriately challenging, relevant and differentiated experiences.</b></p> <p><b>1.2 - Responsive and respectful, behavioral interventions. (P)</b></p> <p><b>1.3 - Arrangement of the physical/virtual learning environment and the logistics of learning</b></p>	<p><b>2.1 - Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning.</b></p> <p><b>2.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P)</b></p> <p><b>2.3 - Differentiated instruction, positive personal interactions, questioning, and adjustment to learning experiences to meet the needs of all students.</b></p> <p><b>2.4 - A variety of assessments that provide timely and descriptive feedback and support the progress all learners. (P)</b></p>	<p><b>3.1 - Professional growth that is continuous and purposeful and contributes to a positive school/community climate. (P)</b></p> <p><b>3.2 - Communication and collaboration with families about their students, their student's performance, and instructional program.</b></p> <p><b>3.3 - Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.</b></p>

## Domain 1: 20%

### Planning and Creating an Environment to Support Active Learning

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

<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>1.1 - Appropriately challenging, relevant and differentiated experiences.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Differentiation of design</b></li> <li>● <b>Level of challenge</b></li> <li>● <b>Ownership of learning</b></li> <li>● <b>Effective use of tools and resources</b></li> </ul>	<p>The plan focuses mainly on literal understandings/ low levels of knowledge.</p> <p>Plans are not differentiated and/or not at an appropriate level of challenge.</p> <p>There is no recognition in the plan for the expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving.</p> <p>Tools, digital resources and information literacy skills that could facilitate differentiation are not part of the instructional plan.</p> <p>Academic or behavioral concerns are either not identified or are without a defined plan of intervention strategy.</p>	<p>The instructional plan includes some tasks that reach higher levels of knowledge.</p> <p>Plans include some differentiation in instructional strategies but may not provide instruction at an appropriate level of challenge for all students.</p> <p>There is minimal recognition in the plan for the age appropriate expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving.</p> <p>Tools, digital resources and information literacy skills that could facilitate differentiation are only tangentially part of the instructional plan.</p> <p>The plan prepares the teacher to address general academic or behavioral concerns and suggests anticipated responses to strategy/use of resources. Plans rely predominantly on a singular strategy or tool/digital resource that only occasionally promotes higher levels of thinking and do not adequately address</p>	<p>The plan includes differentiated tasks, resources and activities designed to engage students to higher levels of knowledge and scaffolds the learning appropriately.</p> <p>The plan meets the grade level standards or course level expectations for challenge and anticipates student understanding and addresses common content misconceptions.</p> <p>There is recognition in the plan of the importance for the age appropriate expression of key attributes of curiosity, persistence, conceptual thinking or problem solving.</p> <p>The plan includes the use of tools and digital resources and information literacy skills that enable the selection, design or implementation of supplemental or specialized instructional or behavioral interventions when appropriate/if needed.</p> <p>Plans have more than one option, tool and/or digital resource that promote higher levels of thinking as well as</p>	<p>The plans incorporate a variety of strategies, resources and groupings that appropriately challenge all students.</p> <p>The plan incorporates a depth of knowledge and promotes student independence as a learner, allowing for choice and student self-direction.</p> <p>There is a value in the plan for the age appropriate expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving.</p> <p>Planning provides opportunities for students to use their own tools and digital resources to enable choices and for personalized &amp; specialized instructional or behavioral interventions.</p> <p>Plans include the use of differentiated tools and digital resources to help students make connections within and among content areas and help them to understand the importance of critical CCSS and 21<sup>st</sup> century skills in the world around them.</p>

		critical CCSS and 21 <sup>st</sup> century skills.	critical CCSS and 21 <sup>st</sup> century skills.	
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Examples and Evidence</b></p> <p><b>1.1 - Appropriately challenging, relevant and differentiated experiences.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiation of design</b></li> <li>• <b>Level of challenge</b></li> <li>• <b>Ownership of learning</b></li> <li>• <b>Effective use of tools and resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• Available tools and digital resources are not recognized in the plan.</li> <li>• Materials or strategies are unclear or not specified or rely solely on a singular strategy or resource.</li> <li>• No learning experience/ expectation plans are provided or plans do not show any differentiation based on any need.</li> <li>• Within an entire set of tablet readers at her disposal, a 5<sup>th</sup> grade teacher requires students to fill in a worksheet.</li> <li>• Teacher does not collaborate with colleagues for planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher identifies differentiation strategies that are limited—often based on a single area – such as student interest.</li> <li>• Teacher articulated plans for addressing academic/behavioral concerns are general and not specific.</li> <li>• Tools and digital resources may be referenced in the plan but they are underutilized.</li> <li>• Students will all view the video of the combustion experiment and discuss what happened with their peer.</li> <li>• Teacher mentions or references the digital cameras that are available for evidence collection during the experiment but fails to make connections required for appropriate use.</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms or strategies for differentiation are part of the design.</li> <li>• Teacher plans to systemically use digital tools and digital resources as part of the instructional design.</li> <li>• Teachers provide assistance and strategies for dealing with frustration when learning comes to a halt and students are struggling to make progress.</li> <li>• Students can view the video, read the article, or watch teacher demonstration of the combustion experiment, discuss what happened with their peer, and answer the reflection questions.</li> <li>• Teacher articulates the work with colleagues in the planning process.</li> <li>• Plans include decision trees or other mechanisms to allow students to pursue their own learning pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher articulates anticipated student misconceptions and how the learning experience/ expectation design addresses these.</li> <li>• Teacher plans to enable students to make decisions about how to best apply the available tools and digital resources for their own learning.</li> <li>• The teacher conveys to students that he/she won't consider a learning experience/expectation "finished" until every student understands, and that he has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond who he/she has contacted for assistance in reaching some students.</li> <li>• Students are asked to share reflections with a peer and post the observations they have in common on the blog page.</li> <li>• There is ample time in the plan for alternative pathways, follow-up activities,</li> </ul>

				<i>or flexible group arrangements.</i>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>1.2 - Responsive and respectful, behavioral interventions. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect, warmth and caring</b></li> <li>● <b>Responsiveness</b></li> <li>● <b>Redirection and behavioral intervention</b></li> </ul>	<p>In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show:</p> <p>Patterns of interaction between the teacher and students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>No recognition or addressing of disrespectful or inappropriate behavior or adjusting to the needs of students in real time.</p>	<p>In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show:</p> <p>Patterns of interaction, between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students occasionally demonstrate disrespect for one another in their personal communications or learning environment.</p> <p>Teacher attempts to respond to disrespectful or inappropriate behavior unanticipated student needs, with uneven results.</p>	<p>In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show:</p> <p>Teacher-student interactions in the learning environment are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students almost always exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>There are quick responses to disrespectful tone, inappropriate behavior or unanticipated student needs among students and the impact of this response changes the direction and tone of the student behavior.</p>	<p>In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show:</p> <p>Teacher and individual student interactions are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Such interactions are appropriate to the ages of the students and consistent across all student backgrounds and levels of performance.</p> <p>Students exhibit respect for the teacher and contribute to the positive tone of the learning environment.</p> <p>On those rare occasions when behavior is inconsistent with this norm, students themselves intervene and redirect their peers back to a positive learning behavior.</p>

<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Examples and Evidence</b></p> <p><b>1.2 - Responsive and respectful, behavioral interventions. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Respect, warmth and caring</b></li> <li>● <b>Responsiveness</b></li> <li>● <b>Redirection and behavioral intervention</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teacher uses disrespectful or sarcastic language in speaking or postings towards students.</i></li> <li>● <i>Student body language or communications indicate feelings of hurt or insecurity.</i></li> <li>● <i>Many students do not participate/post and are clearly not part of the learning environment.</i></li> <li>● <i>Many students talk when the teacher and other students are talking; the teacher does not correct them.</i></li> <li>● <i>There are rude posts or tweets without recognition by the teacher.</i></li> <li>● <i>Interventions and actions are not specified in plan or discussion.</i></li> <li>● <i>The whole class is working on page 32 in the math workbook. Students with different learning backgrounds are struggling with content.</i></li> <li>● <i>Student is acting out. The behavior escalates with no apparent intervention from the teacher. There is no plan for this behavior.</i></li> <li>● <i>The learning environment (physical or virtual) is chaotic, with no apparent standards of conduct.</i></li> <li>● <i>Students are posting inappropriate links on the class discussion board</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>The quality of interactions (digital or personal) between teacher and students, or among students, is usually positive but with occasional disrespect.</i></li> <li>● <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i></li> <li>● <i>Students attend passively to the teacher, but tend to talk, text, email etc. when other students are communicating.</i></li> <li>● <i>Even when device use is encouraged or asked for a specific purpose by the teacher, more multi-tasking is present that is interfering with learning.</i></li> <li>● <i>A teacher's request to log on and enter data is mostly ignored with a high degree of off-task behavior.</i></li> <li>● <i>The second grade class is reading the same book and some students are struggling. The teacher says "I will come and help you Jane" but does not address the others who are experiencing difficulty with the content.</i></li> <li>● <i>Teacher appears to monitor student behavior, but with limited intervention and poor results.</i></li> <li>● <i>Teacher sends a message warning that the discussion is getting off track, but students ignore it and</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Communications (digital or personal) between teacher and students and among students is uniformly respectful with a positive tone always present.</i></li> <li>● <i>Teacher responds (digitally or personally) to disrespectful behavior among students in a way that preserves the respect and dignity of the individual.</i></li> <li>● <i>Teacher enthusiastically greets students by name as they enter the class or as they join in electronic discussion boards.</i></li> <li>● <i>Students offer encouragement for the contributions and work of their peers.</i></li> <li>● <i>Teacher describes discussion with the special education teacher about how to best work with two students with special needs and that they created a plan to ensure the success of both students.</i></li> <li>● <i>A student posted an inappropriate comment to another student on their class blog. The teacher intervenes with the appropriate intervention. The behavior extinguishes.</i></li> <li>● <i>Through an entire period, the teacher monitors behavior and with minimal redirection is able to maintain a generally positive learning environment.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>In a learning environment (digital or in-person) with a highly diverse student body, there is genuine support and praise given by students to their peers.</i></li> <li>● <i>In the rare instance when redirection is required by the teacher, the intervention is done in a positive and thoughtful way.</i></li> <li>● <i>A child with special needs is making a selection at the interactive whiteboard which indicates his modified response to the learning task. This action gains a genuinely supportive response from all of his peers.</i></li> <li>● <i>Students participate in an online activity where they are asked to define the norms of behavior they will follow when building their new project teams.</i></li> <li>● <i>When a student film makes its debut on the class YouTube channel, every student has viewed and reviewed the work in a way that supports the effort and time that went into producing the product.</i></li> <li>● <i>Students respectfully intervene as appropriate with peers to support a positive learning environment.</i></li> <li>● <i>The teacher is watching a monitor that is tracking an</i></li> </ul>

	<p>without any intervention or comment from the teacher.</p>	<p>continue with their current line of thinking/posting.</p> <ul style="list-style-type: none"> <li>● Two students send off-task tweets within minutes of one another – one is sent to the Vice-Principal’s office while the other is quietly redirected to not do that again.</li> </ul>	<ul style="list-style-type: none"> <li>● When an inappropriate post appears, the teacher quickly is able to privately note her concern with a text message and the student deletes the entry.</li> <li>● At the end of a session, the teacher sends a message thanking each student for making a positive contribution by following the pre-established norms for group work.</li> </ul>	<p>ongoing discussion thread critiquing the 2013 Inaugural speech. She comments from time to time on the quality of student work but is not directly involved in sustaining or directing this student self-monitored discussion.</p> <ul style="list-style-type: none"> <li>● When an inappropriate post appears, several students quickly note their concerns, texting their peer and the recipient student quickly deletes the entry.</li> </ul>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>1.3 - Arrangement of the physical/virtual learning environment and the logistics of learning.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Accessibility of learning environment</b></li> <li>● <b>Alignment of physical space</b></li> <li>● <b>Efficient usage of time</b></li> <li>● <b>Organization of instructional arrangements</b></li> </ul>	<p>The physical/virtual learning environment is unsafe and not conducive to learning and meaningful engagement, or many students don’t have access to learning.</p> <p>There is poor alignment between the arrangement of furniture and other physical resources with the learning experience/expectation,</p> <p>and/or</p> <p>the virtual space is either poorly organized, confusing, or translates poorly across platforms or devices and inhibits the learning experience/expectation.</p>	<p>The physical/virtual learning environment is conducive to learning and meaningful engagement and most students have access to learning.</p> <p>The alignment of the arrangement of furniture and other physical resources with the learning experience/expectation is moderately effective and may be so as a result of teacher initiated modifications,</p> <p>and/or</p> <p>the virtual space is moderately organized, somewhat confusing, and may, with effort, translate across platforms or devices without inhibiting the learning</p>	<p>The physical/virtual learning environment is conducive to learning and meaningful engagement and all students have access to learning.</p> <p>The alignment of the arrangement of furniture and other physical resources with the learning experience/ expectation is effective and has been modified by the teacher to meet the needs of his/her students,</p> <p>and/or</p> <p>the virtual space is well organized, easily accessible, and translates well across platforms or devices without inhibiting the learning experience/ expectation.</p>	<p>The physical/virtual learning environment is welcoming and conducive to learning and meaningful engagement and all students have easy access to learning.</p> <p>The alignment of the arrangement of furniture and other physical resources with the learning experience /expectation is highly effective and has been modified by the teacher to meet the needs of all students,</p> <p>and/or</p> <p>the virtual space is well organized, easily accessible, and translates seamlessly across platforms and devices thus enhancing the personalized learning</p>

	<p>Significant instructional time is lost due to inefficient routines and procedures.</p> <p>There is little or no evidence of management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices effectively.</p>	<p>experience/expectation.</p> <p>Some instructional time is lost due to only partially effective routines and procedures. With regular guidance and prompting, students follow established routines.</p> <p>The teacher's management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices is generally effective with some disruption of learning.</p>	<p>Due to effective routines and procedures, there is little loss of instructional time. With minimal guidance and prompting, students follow established classroom routines.</p> <p>The teacher's management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices is consistently successful.</p>	<p>experience/expectation for each student.</p> <p>Instructional time is maximized due to efficient routines and procedures. Routines are well understood and are initiated by students.</p> <p>Students contribute to the management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices.</p>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Examples and Evidence</b></p> <p><b>1.3 - Arrangement of the physical/virtual learning environment and the logistics of learning</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Accessibility of learning environment</b></li> <li>● <b>Alignment of physical space</b></li> <li>● <b>Efficient usage of time</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>There are physical hazards in the learning environment, endangering student safety.</i></li> <li>● <i>Many students can't see or hear the teacher, media, or some of their peers.</i></li> <li>● <i>Assigned work does not function on all of the devices in the learning environment.</i></li> <li>● <i>Students with some devices have significant advantages over others.</i></li> <li>● <i>Students are disruptive to the</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>There are minor physical barriers in the learning environment which cause inconvenience or disruption.</i></li> <li>● <i>Some students can't see or hear the teacher, media, or some of their peers.</i></li> <li>● <i>Assigned work functions poorly on some of the devices in the learning environment.</i></li> <li>● <i>Students with some devices have minor advantages over others.</i></li> <li>● <i>Classroom routines function but they</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>There are no physical barriers in the learning environment which cause inconvenience or disruption.</i></li> <li>● <i>All students can see or hear the teacher, media, and their peers.</i></li> <li>● <i>Assigned work functions well on most of the devices in the learning environment.</i></li> <li>● <i>There are no device advantages.</i></li> <li>● <i>Classroom routines function smoothly and there is</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Modifications are made to the physical/virtual learning environment to accommodate students with special needs.</i></li> <li>● <i>Students take the initiative to adjust the physical/virtual learning environment.</i></li> <li>● <i>Instructional time is maximized because transitions and procedures for distributing and collecting materials, access to digital resources, or the use of</i></li> </ul>

<ul style="list-style-type: none"> <li>● <b>Organization of instructional arrangements</b></li> </ul>	<p><i>class during routines and transitions.</i></p> <ul style="list-style-type: none"> <li>● <i>There are no established procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices.</i></li> <li>● <i>There are electrical cords running across high traffic areas in the classroom or running under a mat or rug.</i></li> <li>● <i>A video assignment will not run on several of the classroom tablets that do not run Flash.</i></li> <li>● <i>Students wait in line during learning time for.....(anything)</i></li> <li>● <i>Students ask "Where are the charging cords for the tablets?"</i></li> <li>● <i>Weeks into the semester, students are still asking questions about attendance log-ins and passwords.</i></li> </ul>	<p><i>are uneven and clearly waste available learning time.</i></p> <ul style="list-style-type: none"> <li>● <i>Procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices seem to have been established, but their operation is rough and result in loss of instructional time.</i></li> <li>● <i>Several students in the back of the learning environment raise their hand half way through a video to say that they cannot hear what is being talked about.</i></li> <li>● <i>In the second month of school, attendance log-ins still takes the first 5 minutes of every class.</i></li> <li>● <i>Although students know what group they are in, it still takes them 6 minutes to reorganize and get their devices started.</i></li> <li>● <i>Despite a class web-page devoted to sharing this information, students still email or text questions about basic procedures.</i></li> </ul>	<p><i>minimal loss of instructional time.</i></p> <ul style="list-style-type: none"> <li>● <i>Transitions and procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices are smooth.</i></li> <li>● <i>A group with several device types shows each student productively working on the same resource.</i></li> <li>● <i>The project design used by the teacher in the film study class can be accomplished by any web-accessible device.</i></li> <li>● <i>Teacher has a predetermined text message alert for the reconvening of the large class group.</i></li> <li>● <i>One member of each small group is responsible for bringing the power strips and charging cords to the group work space</i></li> <li>● <i>In a small group project team, students have known, established roles, each independently carrying out a task with their own device prior to contributing to the team's final project.</i></li> </ul>	<p><i>electronic devices are so well ingrained that students take the initiative with their classmates to ensure that their time is used productively.</i></p> <ul style="list-style-type: none"> <li>● <i>Students create their own wiki spaces to organize a team or group project.</i></li> <li>● <i>A student suggests an alternative, device-neutral application which helps support translation to target languages.</i></li> <li>● <i>From the time the bell rang at 10:05 to the end of the session at 11:20, virtually all of the learning time was productive with no apparent guidance from the adult.</i></li> <li>● <i>A student volunteers a suggestion to his/her teammates for how increased efficiencies can be realized with a change of software to manage tasks.</i></li> </ul>
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**Domain 2: 60%**

**Instruction and Assessment for Active Learning**

*Teachers implement instruction to engage students in rigorous and relevant learning and use multiple measures to analyze student performance and to inform subsequent planning and instruction.*

<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>2.1 Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Clarity of Purpose</b></li> <li>● <b>Inquiry learning</b></li> <li>● <b>Digital literacy</b></li> <li>● <b>Pacing of learning</b></li> <li>● <b>Extension of learning experiences</b></li> </ul>	<p>The instructional purpose of the learning experience/expectation is unclear to students and the directions and procedures are confusing.</p> <p>Spoken, written or visual directions/ explanation of the goals for learning contain major errors that impact the student’s ability to participate in the learning experience.</p> <p>The instructional purpose of the learning experience/expectation is purposefully restricted to a single pathway or one predetermined answer known only to the teacher.</p> <p>The pace of the learning experience/ expectation is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>Attempts to explain the instructional purpose with limited success and/or directions and procedures must be clarified after initial student confusion.</p> <p>Spoken, written or visual directions and or explanation of the goals for learning may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The instructional purpose of the learning experience/expectation is based on an open-ended question but the structure of the experience is still likely to lead to a predetermined answer known only to the teacher and restricts the students’ intellectual engagement.</p> <p>The pacing of the learning experience/ expectation may not provide students the time needed to be intellectually engaged.</p>	<p>The instructional purpose of the learning experience/expectation is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.</p> <p>Spoken, written or visual directions or explanation of the goals for learning is well scaffolded, clear, accurate, and multi-dimensional.</p> <p>The instructional purpose of the learning experience/expectation is based on an open-ended question and the structure of the experience provides students with an opportunity to discover and build their own meaning.</p> <p>Using tools and digital resources to support inquiry and digital literacy as a pathway to support the construction of new learning.</p> <p>The pacing of the learning experience/ expectation is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The student is able to articulate the instructional purpose of the learning experience/ expectation and to link it to their own interests.</p> <p>Spoken, written or visual directions in multiple formats and explanation of the goals for learning is thorough and clear and the directions and procedures anticipate possible student misunderstanding.</p> <p>The instructional purpose of the learning experience/expectation is based on an open-ended question and the structure of the experience ensures students will discover and build their own meaning.</p> <p>Either in-person or through virtual tools, using tools and digital resources to support inquiry and digital literacy as a pathway to support the construction of new learning and include interactions of whole class, small group, and individual work.</p> <p>The pacing of the learning experience/expectation provides students the time needed to intellectually engage with and reflect upon their learning, to help one another, and to consolidate their understanding.</p> <p>Students, either in-person or through</p>

				virtual tools, play a significant role in contributing to extending the goals of the learning experience and in explaining concepts to others.
<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Examples and Evidence</b></p> <p><b>2.1 Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Clarity of Purpose</b></li> <li>● <b>Inquiry learning</b></li> <li>● <b>Digital literacy</b></li> <li>● <b>Pacing of learning</b></li> <li>● <b>Extension of learning experiences</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>At no time during the learning experience/expectation does the teacher convey to the students what they will be learning.</i></li> <li>● <i>Students indicate through their questions or body language that they are confused as to the learning task.</i></li> <li>● <i>Teacher makes no attempt to incorporate student interests into the learning experience/expectation.</i></li> <li>● <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i></li> <li>● <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i></li> <li>● <i>The learning experience/expectation drags, or is rushed.</i></li> <li>● <i>A student asks: "What are we supposed to be doing?" and the teacher ignores the question.</i></li> <li>● <i>Students become disruptive, or talk among themselves in an effort to follow the learning experience/expectation.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i></li> <li>● <i>The teacher's explanation of the content consists of a monologue or totally relies on one method of delivery which is purely procedural with minimal participation by students.</i></li> <li>● <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i></li> <li>● <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i></li> <li>● <i>The pacing of the learning experience/expectation is uneven; suitable in parts, but rushed or dragging in others.</i></li> <li>● <i>The teacher says: "And oh, by the way, today we're going to factor polynomials." There is no further information given.</i></li> <li>● <i>A student asks: "What are we supposed to be</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>The teacher states clearly, at some point during the learning experience/expectation, what the students will be learning.</i></li> <li>● <i>Students engage with the learning task, indicating that they understand what they are to do.</i></li> <li>● <i>Teacher's explanation of content is clear, engaging, has multiple methods of delivery and invites student participation and thinking.</i></li> <li>● <i>Teacher creates questions that require thoughtful analysis of digital materials and resources.</i></li> <li>● <i>The teacher involves most students, even those who don't initially volunteer.</i></li> <li>● <i>Teacher incorporates students' interests and questions into the heart of the learning experience/expectation.</i></li> <li>● <i>The pacing of the learning experience/expectation provides students the time needed to be intellectually engaged.</i></li> <li>● <i>After engaging students using multiple methods of delivery, students are able to answer questions regarding</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring the goals for learning to life.</i></li> <li>● <i>All students demonstrate understanding of the expectations for learning.</i></li> <li>● <i>The teacher makes it possible for students to explain the goals for learning to their peers using multiple methods of delivery.</i></li> <li>● <i>Students have an opportunity for reflection and closure on the learning experience/expectation to consolidate their understanding.</i> <ul style="list-style-type: none"> <li>● <i>The teacher requires students to post a rephrased explanation of the purpose of today's learning experience on the class blog.</i></li> <li>● <i>When needed, a student offers clarification about the learning task to classmates.</i></li> <li>● <i>The teacher explains passive solar energy by inviting students to predict what will happen to the temperature in a closed car on a cold, but sunny, day, or by the water in a hose</i></li> </ul> </li> </ul>

		<p>doing?” and the teacher clarifies the task.</p> <ul style="list-style-type: none"> <li>● Teacher posts a blog or assignment message that few students can understand or execute.</li> <li>● Students ask “What do I write here?” in order to complete a task.</li> <li>● The teacher says: “Watch me while I show you how to put the parts of this experiment together” with students asked only to listen.</li> </ul>	<p>learning experience/expectations, “Why is character development so important to the theme of the story?”</p> <ul style="list-style-type: none"> <li>● During direct instruction, students can give multiple examples of the concepts and expectations involved in the learning experience.</li> <li>● The teacher uses tools or digital resources to keep the purpose present so students can refer to it without requiring the teacher’s attention.</li> </ul>	<p>that has been sitting in the sun and to explain or support their prediction with examples from a trusted source.</p> <ul style="list-style-type: none"> <li>● Students take turns illustrating the point of the lesson using interactive whiteboard graphics.</li> </ul>
<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>2.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● Active learning strategies</li> <li>● Level of rigor and intellectual engagement</li> <li>● Authenticity of learning</li> <li>● Ownership of the learning experience</li> </ul>	<p>The learning tasks and activities, materials, resources, instructional groups, tools and digital resources are one dimensional and require only rote responses.</p> <p>Students’ participation choices are limited to compliance decisions.</p>	<p>The learning tasks or prompts require only minimal thinking by students, allowing most students to be passive or merely compliant.</p> <p>Success requires only application or knowledge level work. These tasks or prompts are not in the context of learning beyond school.</p> <p>Tools and digital resources are underutilized and do not support meaningful engagement or student self-direction.</p>	<p>The learning tasks and activities are designed to challenge student thinking, resulting in active intellectual engagement by most students.</p> <p>Success requires analysis, synthesis, evaluation and/or creativity at some level.</p> <p>Tools and digital resources help to extend the learning beyond the course content. There is important and challenging content which is placed in an authentic context, and with teacher scaffolding to support that engagement.</p> <p>There are some opportunities for students to decide the direction or outcome of their own learning</p>	<p>Virtually all students are intellectually engaged in challenging, authentic learning experiences, through well designed tasks, and suitable scaffolding by the teacher.</p> <p>Success requires deep and rigorous analysis, synthesis, evaluation or creativity throughout the process.</p> <p>Tools and digital resources help to extend the learning beyond the course content. Tasks are fully aligned with the instructional outcomes and mirror real-world problem solving contexts.</p> <p>The students decide the direction or outcome of their own learning</p>

			<p>experiences and to apply the tools and digital resources that are available in an appropriate fashion given the context of the learning.</p>	<p>experiences and have applied the tools and digital resources that are available in an appropriate fashion given the context of the learning.</p> <p>Continued learning experiences, either actual or virtual, outside the classroom are planned to support the independent thinking of the students and the expansion and application of the concepts and processes in the classroom experiences.</p>
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INDICATOR	Below Standard	Developing	Proficient	Exemplary
<p><b>Examples and Evidence</b></p> <p><b>2.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● Active learning strategies</li> <li>● Level of rigor and intellectual engagement</li> <li>● Authenticity of learning</li> <li>● Ownership of the learning experience</li> </ul>	<ul style="list-style-type: none"> <li>● Few students are intellectually engaged in the learning experience/expectation.</li> <li>● Learning tasks require only recall or have a single correct response or method.</li> <li>● The tools and digital resources are used to ask students only to perform rote tasks.</li> <li>● Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>● Instructional tools and digital resources used are unsuitable to the learning experience/expectations and/or the students.</li> <li>● The entire 1<sup>st</sup> grade class is able to chant yes and no answers in unison, but when asked to explain no student can respond.</li> <li>● Students in a 5<sup>th</sup> grade classroom are playing word searches on their tablets.</li> <li>● World language students who are supposed to be building vocabulary fluency using Audacity are instead sending prank texts to their friends</li> </ul>	<ul style="list-style-type: none"> <li>● Some students are intellectually engaged in the learning experience/expectation.</li> <li>● Learning tasks are a mix of those requiring thinking and recall but lack rigor or higher order thinking.</li> <li>● Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>● The teacher uses different instructional groupings; these are partially successful in achieving the learning experience/expectation objectives.</li> <li>● The tools and digital resources are partially aligned to the learning experience/expectation objectives, but only some of them demand student thinking. Most of the time, tools and digital resources could be replaced by print materials with no loss of efficacy.</li> <li>● Students are asked to fill in a worksheet an online worksheet for verb conjugation.</li> <li>● The teacher starts the learning experience by announcing that it is about to begin</li> </ul>	<ul style="list-style-type: none"> <li>● Most students are intellectually engaged in the learning experience/expectation.</li> <li>● Learning tasks are authentic and have multiple correct responses or approaches and demand higher-order thinking.</li> <li>● Students use tools and digital resources to make choices in how they complete learning tasks.</li> <li>● There is a mix of different types of groupings, learning environments, and resources suitable to the learning experience/expectations.</li> <li>● Tools and digital resources support the learning goals and require intellectual engagement.</li> <li>● Students are given a digital jigsaw activity which requires independent work to be collaboratively posted and communicated to their peers.</li> <li>● Students identify a real-world, high impact problem associated with biological sciences.</li> <li>● When given a box with a variety of objects and resources, learning teams must create a structure or object</li> </ul>	<ul style="list-style-type: none"> <li>● Virtually all students are highly engaged in the learning experience/expectation.</li> <li>● Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li>● Students suggest modifications to the grouping patterns, resources, tools, sites, information, and processes used to fulfill the learning expectations.</li> <li>● Students have extensive choice in how they complete tasks.</li> <li>● Students are asked to collaboratively make a recommendation regarding the approval of a building project in their town based on the environmental impact.</li> <li>● 9<sup>th</sup> grade guidance students develop their own original materials to instruct others on how to align career interests with college choices.</li> <li>● Students use digital resources to research, evaluate and suggest the 10 most effective online narrative descriptions of the Battle of Gettysburg and defend their choices based on the Information Literacy</li> </ul>

		<p><i>and closes it with a similar declaration.</i></p> <p>● <i>Teachers ask all students to go to the same website and answer the 10 declarative knowledge questions at the end of the passage.</i></p>	<p><i>that is worthy of either artistic display or practical application.</i></p>	<p><i>guidelines for the district.</i></p> <p>● <i>Students are asked to synthesize the major themes illustrated in an genre of painting and to create their own work (tactile or digital) that fits within these parameters.</i></p>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>2.3 -Differentiated instruction, positive personal interactions, questioning, adjustment to learning experiences to meet the needs of all students.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Differentiated instruction</b></li> <li>● <b>Positive interactions</b></li> <li>● <b>Communication Strategies</b></li> <li>● <b>Inquiry and questioning</b></li> <li>● <b>Balanced participation</b></li> </ul>	<p>The learning tasks and activities, materials, resources, instructional groups, tools and digital resources are one dimensional, include no options or variations.</p> <p>While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by sarcasm, putdowns, or conflict.</p> <p>A few students dominate the interaction.</p> <p>Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers with questions that are of low</p>	<p>The learning tasks and activities, materials, resources, instructional groups, tools and digital resources provide different pathways for learning but they are not managed effectively resulting in a basically one dimensional experience.</p> <p>While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by a mix of positive and negative interactions. Some students may be favored over others.</p> <p>The net result of the interactions is neutral: conveying neither warmth nor conflict.</p> <p>Communications are correct; however, vocabulary is limited, or not fully appropriate</p>	<p>The learning tasks and activities, materials, resources, instructional groups, tools and digital resources provide different pathways for learning that are managed effectively resulting in moderate differentiations of the learning experience.</p> <p>While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by positive interactions.</p> <p>The net result of the interactions is generally polite and respectful. Most learners would describe this as a positive learning environment.</p> <p>Communications are correct and generally appropriate to the students' ages or backgrounds.</p>	<p>The learning tasks and activities, resources, instructional groups, tools and digital resources provide different pathways for learning that result in extensive differentiations of the learning experience.</p> <p>While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by genuine positive interactions for all students.</p> <p>The net result of both personal and electronic interactions is of mutually beneficial connections between all of the individuals in the learning environment.</p> <p>Communications give opportunities to extend students' vocabularies and understanding.</p> <p>Either in-person or through virtual tools, uses a variety of</p>

	<p>cognitive challenge, single correct responses or asked in rapid succession.</p> <p>As soon as a student struggles with a problem an answer is provided with no support or evidence of problem solving, persistence or positive inquiry behaviors.</p>	<p>to the students' ages or backgrounds.</p> <p>There are some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Attempts to engage all students in the interaction and to encourage them to respond to one another, but with uneven results.</p>	<p>While there may be some low-level questions, teacher poses inquiries to students that promote student thinking and understanding and does so using a variety of tools and digital resources.</p> <p>Successfully engages most students in the interaction, employing a range of strategies to ensure that most students can express themselves.</p>	<p>questions/prompts to challenge students cognitively and advance high level thinking and discourse.</p> <p>Inquiries mirror the learning expectations' application in real-life situations and include the use of digital strategies to interact.</p> <p>Students are engaged in formulating their own questions based on their needs and interests.</p> <p>Students play a role in ensuring that all voices are heard in the exchange of ideas regardless of the venue.</p>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Examples and Evidence</b></p> <p><b>2.3 -Differentiated instruction, positive personal interactions, questioning, adjustment to learning experiences to meet the needs of all students.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● Differentiated instruction</li> <li>● Positive interactions</li> <li>● Communication Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Questions are rapid-fire, declarative knowledge, and convergent, with a single correct answer.</i></li> <li>● <i>All interaction is between teacher and students; students are not invited to respond directly to one another.</i></li> <li>● <i>A few students dominate the interaction.</i></li> <li>● <i>Teacher brushes aside student questions.</i></li> <li>● <i>Teacher's communications</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teacher frames some questions designed to promote student thinking, but may only use one method and only a few students are involved.</i></li> <li>● <i>Using some tools and digital resources, the teacher invites students to respond directly to one another's ideas, but few do.</i></li> <li>● <i>Using some tools and digital resources teacher prompts many students, but only a small number actually participate in the interaction.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teacher uses open-ended questions, posts, or challenges inviting students to think at high levels and/or have multiple possible answers.</i></li> <li>● <i>The teacher builds on/uses student responses to questions or challenges effectively both in person or online.</i></li> <li>● <i>In-person or online discussions enable students to communicate with one another, without ongoing mediation by the teacher.</i></li> <li>● <i>Vocabulary and usage</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Students use multiple methods to engage their peers in the learning process.</i></li> <li>● <i>Students initiate higher-order questions.</i></li> <li>● <i>It is expected that the students respect the opinions or answers offered by their peers whether in-person or online.</i></li> <li>● <i>Students invite comments from their classmates during the exchange of ideas/learning.</i></li> <li>● <i>Whether personally or publicly (digitally or in-person), the</i></li> </ul>

<ul style="list-style-type: none"> <li>● <b>Inquiry and questioning</b></li> <li>● <b>Balanced participation</b></li> </ul>	<p>include errors of vocabulary or usage.</p> <ul style="list-style-type: none"> <li>● Voc abulary is inappropriate to the age or culture of the students.</li> <li>● All questions are of the “recitation” type, such as “What is 3 x 4?”</li> <li>● The teacher asks a question for which the answer is on the board; students respond by reading it.</li> <li>● The teacher only calls on students who have their hands up.</li> <li>● The teacher says: “We don’t have time for that today.”</li> <li>● A first grade student is confused about an addition concept during math instruction. When this is expressed to the teacher, the response is, “Really, everyone else was able to get it.”</li> <li>● The teacher says: “If you’d just pay attention, you could understand this.”</li> <li>● Students are asking each other what is happening and why without teacher response.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher’s efforts to modify the learning experience/expectation are only partially successful.</li> <li>● Teacher makes perfunctory attempts to incorporate student questions and interests into the learning experience/expectation.</li> <li>● Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</li> <li>● Teacher uses an automated quiz response program.</li> <li>● The teacher asks: “Who has an idea about this?” but the same three students offer comments.</li> <li>● 90% of the contributions to a digital chat on a specific topic are attributable to 2 or 3 students.</li> <li>● Most of the responses to blog posts on topics related to this learning experience are from the teacher and not student-to-student.</li> <li>● Students’ posts and contributions demonstrate a lack of understanding, caring, engagement, or enthusiasm for the task at hand.</li> </ul>	<p>are correct and completely suited to the learning experience/expectation.</p> <ul style="list-style-type: none"> <li>● Vocabulary is appropriate to the students’ ages and levels of development.</li> <li>● The teacher asks the students questions that require prediction and evidence and then to defend their answers: “What might have happened if the colonists had not prevailed in the American war for independence? Would that have been better or worse for the Colonists?”</li> <li>● The teacher requires that any student responding to a peer’s post, must paraphrase the previous post before adding their own content.</li> <li>● The teacher asks a question and asks every student to compose/ tweet or text a response with less than 145 characters, and then share with a partner before inviting a few to offer their ideas to the entire class.</li> </ul>	<p>teacher demonstrates knowledge and caring about individual students’ lives beyond school.</p> <ul style="list-style-type: none"> <li>● Students post or send requests for information from their peers on work of their peer.</li> <li>● Students extend the discussion, enriching it.</li> <li>● The teacher posts a real-time response question to a group of 7th grade students: “Why do we allow bullies to have such an influence and power over our own behavior?”</li> <li>● A student asks of other students: “Let’s create a shared document and list all of the ideas we can think of for how we might figure this out.”</li> <li>● The teacher asks students to tweet or text errors that they find in the grammar or syntax of the speech they are viewing online.</li> </ul>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>2.4 – A variety of assessments that provide timely and descriptive feedback and support the progress all learners. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Variety of assessments</b></li> <li>● <b>Clear criteria</b></li> <li>● <b>Aligned and valued measures</b></li> <li>● <b>Timely and appropriate feedback</b></li> <li>● <b>Monitoring and adjusting</b></li> <li>● <b>Integration of assessment</b></li> <li>● <b>Student involvement</b></li> <li>● <b>Data driven analysis and action</b></li> <li>● <b>Continuous Improvement</b></li> <li>● <b>Use of digital tools and resources</b></li> </ul>	<p>Assessments are lacking in criteria through which student performance will be assessed.</p> <p>Students do not receive timely feedback.</p> <p>Feedback is absent, or of poor quality.</p> <p>There is little or no assessment or monitoring of student learning.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> <p>Instruction is informed by a general understanding of the goals for learning, rather than data about the students' learning needs.</p> <p>Even though data may be available, the teacher is uninterested in using it for planning or improvement purposes.</p> <p>No electronic storage, organization, or analysis of data present.</p>	<p>Assessment criteria are provided but unclear.</p> <p>Students sometimes receive timely feedback but it is inconsistent and not focused enough to guide improvement.</p> <p>Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work.</p> <p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students.</p> <p>Questions, prompts, and/or assessments are rarely used to diagnose evidence of learning.</p> <p>While data may be mentioned or referenced, instruction is still primarily informed by a general understanding of students' prior knowledge and skills.</p> <p>Has shown some interest in data for planning or improvement but has not demonstrated a systemic application of what is available.</p> <p>While there may be evidence of electronic storage, organization, or analysis of data present, it may not be timely nor is there</p>	<p>Assessment criteria are clearly written, posted and/or communicated. Plans include opportunities for students to participate in developing assessment criteria and use it to assess their own work.</p> <p>Students receive timely feedback that is consistent and focused enough to guide improvement.</p> <p>Monitoring results in feedback that is accurate, constructive and corrective and that advances learning.</p> <p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students.</p> <p>Students are aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, feedback and/or assessments are used to diagnose progress and advance learning.</p> <p>Instruction incorporates multiple sources of data about students' prior knowledge, skills and understanding of concepts into the instructional plan.</p>	<p>Throughout the instructional/ learning process students routinely reflect upon and self-assess their progress over time as it relates to the assessment criteria that they either have been provided or helped create.</p> <p>A variety of feedback, from both the teacher and peers, is timely accurate, specific, and advances learning. Students set do-able goals to improve their performance as a result of this process.</p> <p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students and then is systematically used to diagnose evidence of learning by individual students.</p> <p>Assessment is fully integrated into instruction, through extensive use of formative assessment to monitor the performance of individual students and adjust differentiated instruction.</p> <p>Students are knowledgeable regarding the assessment criteria and have helped create, apply, and use them.</p> <p>Students self-assess and monitor their progress.</p>

		<p>compelling evidence that it has been used to influence practice.</p>	<p>Shows sustained interest in data for planning or improvement and has demonstrated a systemic application of what is available for the purposes of improved student performance.</p> <p>There is strong evidence of electronic storage, organization, and analysis of data; it is timely and there is compelling evidence that it has been used to influence practice.</p>	<p>Instruction is driven by analysis of student performance data (by either the teacher or the student or both) to determine individual learning needs and subsequent instruction.</p> <p>Consistently uses data for planning and continuous improvement and has demonstrated a systemic application for the purposes of improved student performance.</p> <p>There is systemic electronic storage, organization, and analysis of data that is timely and is used regularly to influence practice.</p>
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INDICATOR	Below Standard	Developing	Proficient	Exemplary
<p><b>Examples and Evidence</b></p> <p><b>2.4 – A variety of assessments that provide timely and descriptive feedback and support the progress all learners. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● Variety of assessments</li> <li>● Clear criteria</li> <li>● Aligned and valued measures</li> <li>● Timely and appropriate feedback</li> <li>● Monitoring and adjusting</li> <li>● Integration of assessment</li> <li>● Student involvement</li> <li>● Data driven analysis and action</li> <li>● Continuous Improvement</li> <li>● Mission aligned</li> <li>● Use of digital tools and resources</li> </ul>	<ul style="list-style-type: none"> <li>● Ass essments do not align to the instructional goals.</li> <li>● Ass essments have no criteria.</li> <li>● Te acher does not use formative assessments.</li> <li>● No criteria are provided to students for the assigned project.</li> <li>● Te achers says “Did everyone get that?” as her assessment of understanding.</li> <li>● Th e students finish a project on Colonial America. Students are unclear of expectations and no rubric was provided.</li> <li>● Th e teacher makes no effort to determine whether students understand the learning experience/expectation.</li> <li>● Fe edback is only global or nonexistent.</li> <li>● Th e teacher does not ask students to evaluate their own or classmates’ work.</li> <li>● A student asks “Does this quiz count towards my grade?”</li> <li>● Th e teacher forges ahead with a</li> </ul>	<ul style="list-style-type: none"> <li>● Ass essment criteria are vague.</li> <li>● Ass essment criteria are tied to analogue, pre-Common Core, non-digital instructional assumptions.</li> <li>● Ass essment results are used to design instruction for the whole class not individual students.</li> <li>● Th e grading criteria for an assigned essay are based on following directions.</li> <li>● Te acher reviews the class data on performance on a recent test. His report to the class is “Everyone did ok.”</li> <li>● Te acher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li>● Wh en a student completes a problem on the interactive whiteboard, the teacher corrects the student’s work without explaining why.</li> <li>● Th e teacher, after viewing three correct answers on the message board continues, without ascertaining whether all students</li> </ul>	<ul style="list-style-type: none"> <li>● Ass essments match the learning goals.</li> <li>● Ass essment indicates a balance of summative, formative, and interim assessments.</li> <li>● Ass essment criteria are aligned with Common Core and digital instructional assumptions.</li> <li>● Ins truction is adjusted in response to evidence of student learning.</li> <li>● Stu dents can access their own historical performance data.</li> <li>● Te acher gave the assignment to students saying to meet in small groups to develop assessment criteria for the rubric for one assignment.</li> <li>● Te acher reviews the class data on performance using an appropriate analysis tool, identifies the classes’ strengths and weaknesses, and then emails each student a fillable form to evaluate their own strengths and weaknesses.</li> <li>● Th e teacher elicits through a variety of tools and digital resources evidence of student</li> </ul>	<ul style="list-style-type: none"> <li>● Stu dents are able to choose a performance task that gives them the best chance of success in meeting the learning goal and assessment criteria.</li> <li>● Dif ferentiated assessments are available.</li> <li>● Ins truction is continuously and precisely adjusted in response to evidence of student learning..</li> <li>● Stu dents are actively involved in collecting information and data from formative assessments and other sources for the purpose of establishing individual learning goals.</li> <li>● Stu dents self-assess their multi-media projects against the class-developed rubric and set goals for the revision process.</li> <li>● Te acher monitoring of student understanding is sophisticated, continuous and tracked in real time at the individual student level.</li> <li>● Wh ile students are using photo editing software, the</li> </ul>

	<p>presentation without checking for understanding. The teacher says: "Good job, everyone."</p> <ul style="list-style-type: none"> <li>● See s data as separate from rather than integrated with the instructional/assessment process.</li> <li>● Ref uses or ignores the opportunity to use digital tools to store, analyze and display data.</li> <li>● Despite the ready existence of DRP data, the first grade teacher does not connect this information to planning or instruction.</li> <li>● A 6th grade teacher has never logged onto to the district performance data base.</li> </ul>	<p>understand the concept.</p> <ul style="list-style-type: none"> <li>● The teacher uses anonymous polling software to gauge the readiness of a class to move on to another learning concept.</li> <li>● While teacher may use data in planning, it may be non-specific or error prone.</li> <li>● Inconsistently takes advantage of the opportunity to use digital tools to store, analyze and display data.</li> <li>● 100% students will be able to complete division problems without a calculator or other assistance. After this goal is met, teacher continues to teach the same concept.</li> </ul>	<p>understanding during the learning experience/expectation.</p> <ul style="list-style-type: none"> <li>● Students are invited to assess their own work and track changes to make improvements.</li> <li>● Feedback includes specific and timely guidance for at least groups of students.</li> <li>● When necessary, the teacher makes adjustments to instruction to enhance understanding by groups of students.</li> <li>● The teacher and the student review a CAD design and complete a side-by-side review based on the classroom rubric.</li> <li>● Students assess the performance of peers on a digital music composition.</li> <li>● Teacher articulates how specific student data connects to instructional design.</li> <li>● Data is timely and focused and easily accessible using tools and digital resources.</li> <li>● Consistently uses digital tools to store, analyze and display data.</li> </ul>	<p>teacher circulates providing substantive feedback to individual students on the changes they are making and engages them in a discussion on the merits of that feedback.</p> <ul style="list-style-type: none"> <li>● Students offer feedback to their classmates on their writing and elicit improvement suggestions through each student's wiki page.</li> <li>● Students email each other their responses on a chemistry problem solving lab report, grade them against the class rubric, and make a highlighted formative assessment and other sources for the purpose of establishing individual learning goals.</li> <li>● Students self-assess their multi-media projects against the class-developed rubric and set goals for the revision process.</li> <li>● Students hold a grade-level film festival where team entries are judged by a student panel using the class-developed rubric.</li> <li>● Teacher monitoring of student understanding is sophisticated, continuous and tracked in real time at the individual student level.</li> <li>● Data is timely, focused</li> </ul>
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				<p><i>and easily accessible both locally and mobily using tools and digital resources to store, analyze and display data.</i></p> <ul style="list-style-type: none"> <li>● <i>Da</i></li> <li><i>ta walls are part of every team meeting.</i></li> <li>● <i>Te</i></li> <li><i>achers have dashboard measures on key performance data that are sent home to parents regularly.</i></li> </ul>
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**Domain 3: 20%**  
**Professional Responsibilities and Teacher Leadership**

*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.*

<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>3.1 – Professional growth that is continuous and purposeful and contributes to a positive school/ community climate. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● Reflections and initiative</li> <li>● Inquiry process</li> <li>● Modeling of behaviors</li> <li>● Professional collaboration</li> <li>● Positive contribution to school climate</li> </ul>	<p>Reflections show little connection to practice.</p> <p>Participation in the evaluation process does not follow proper procedures.</p> <p>Passive aggressive, demonstrating a superficial agreement but actual actions are not responsive to evaluator feedback.</p> <p>21st century professional growth experiences are not present or are not used for instructional purposes or are superficial.</p> <p>No effort is made, or only perfunctory effort is made, to participate with colleagues to develop and sustain improvement.</p> <p>Participation may impede the collaborative process.</p>	<p>Reflections focus on instructional procedures and general student achievement.</p> <p>Passive, following set evaluation procedures directed by evaluator.</p> <p>Evaluator’s suggestions are occasionally used for improvement.</p> <p>Participation in 21st century professional growth is focused on meeting some student learning needs, or focus is limited to content or resources.</p> <p>Participates in structured team activities as required by the school to develop and sustain grade level or course level improvement.</p> <p>Neutral presence - listens and does not impede progress of colleagues in collaborative settings.</p>	<p>Reflections on teaching emanate from student overall performance, with some examples.</p> <p>Active, taking initiative to use the evaluation process for instructional improvement, collecting feedback.</p> <p>Evaluator’s suggestions are consistently used to improve instruction.</p> <p>A 21st century professional growth plan is developed to impact instruction and includes professional growth activities that enhance skills to meet the needs of all students, such as content, pedagogical skills and resources.</p> <p>Actively works with colleagues to develop and sustain both grade level/course level improvement as well as contribute to broader school improvement.</p> <p>Collaborates with colleagues, administrators to help families meet the needs of students and support their growth.</p> <p>Teacher collaboration contributes to positive school climate.</p>	<p>Reflections on teaching emanate from and are shaped by specific examples cited and evidence of the effectiveness of the learning experience/expectations .</p> <p>Takes full initiative in the evaluation process for the purpose of instructional improvement and to inform professional growth.</p> <p>Feedback from the evaluation process, and from colleagues, is sought and used to improve instruction and guide students to reflect on and develop ownership for their own learning.</p> <p>Leadership is taken in 21st century professional growth (both learning and sharing with others) activities that impact instruction and meet the needs of all students.</p> <p>Plans appropriate professional development meeting his/needs as expressed in the individual growth plan</p> <p>Takes leadership in developing and sustaining school improvement, engaging</p>

				<p>in problem and solution finding.</p> <p>Consistently collaborates with all stakeholders to meet all students' individual learning needs. Collaboration fosters positive school climate among others.</p>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Examples and Evidence</b></p> <p><b>3.1 – Professional growth that is continuous and purposeful and contributes to a positive school/community climate. (P)</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Reflections and initiative</b></li> <li>● <b>Inquiry process</b></li> <li>● <b>Modeling of behaviors</b></li> <li>● <b>Professional collaboration</b></li> <li>● <b>Positive contribution to school climate</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teacher reflections show little understanding of how his/her practice connects to student learning.</i></li> <li>● <i>Teacher participates only in evaluation processes, as directed, but doesn't actively use results to improve instruction.</i></li> <li>● <i>Teacher takes no steps to participate on school or district committees to support change efforts.</i></li> <li>● <i>Teacher argues feedback from evaluator saying, "That is not true, I think it was a very effective strategy." The teacher cannot identify what would have made it effective.</i></li> <li>● <i>Does not complete a professional growth plan.</i></li> <li>● <i>Teacher impedes collegial learning and growth through passive or negative behaviors – "I will not help her develop plans, she has never done anything for me.</i></li> <li>● <i>The teacher does not share strategies or instructional materials with colleagues.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>In general, reflections focus predominantly on the teacher him/herself, with some impact on instruction.</i></li> <li>● <i>Teacher's response to evaluation feedback is limited to improvement of whole-class instruction.</i></li> <li>● <i>Teacher actively participates in 21st century professional growth plan and attempts to use what is learned to improve instruction.</i></li> <li>● <i>Teacher participates on school or district committees and supports change efforts in the school, as guided by colleagues and/or district requirements.</i></li> <li>● <i>Teacher self-assessment focuses mostly on teacher actions rather than student learning – "I thought I did a great job."</i></li> <li>● <i>Teacher develops a professional growth plan, with limited focus on meeting all learners' needs.</i></li> <li>● <i>Teacher is a participant in collegial groups and learns from others – but may not offer anything to the</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teacher reflections are clearly focused on the extent to which the class and individual students have met learning experience/ expectation objectives.</i></li> <li>● <i>Teacher can articulate connection between his/her own actions and student performance; teacher uses student performance to determine next steps for instruction.</i></li> <li>● <i>Teacher links student learning results to the evaluation process.</i></li> <li>● <i>Teacher understands that evaluation feedback can be used in a positive way to improve instruction.</i></li> <li>● <i>Teacher develops a well-designed professional growth plan to improve 21st century teaching skills and impact instruction for all students.</i></li> <li>● <i>Teacher volunteers to serve on school and/or district committees, and actively supports and contributes to change effort.</i></li> <li>● <i>Staff survey data show that teacher is a positive and</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teacher works with colleagues to determine how his/her own 21st century instructional practices can help improve instruction for their students.</i></li> <li>● <i>Teacher works with colleagues to develop common 21st century professional growth plans both within and beyond their school community and to seek out resources and leadership experiences to enhance their practice.</i></li> <li>● <i>Teacher engages evaluator in feedback and extends his/her learning through the dialogue.</i></li> <li>● <i>Teacher organizes a learning experience/expectation study group with grade level colleagues to strengthen a specific learning experience/ expectation until it has been refined as much as possible and then teaches it to get powerful data about how well the learning experience/expectation works.</i></li> <li>● <i>Teacher connects electronically with other professional networks working on</i></li> </ul>

		<p><i>process for others to benefit.</i></p> <ul style="list-style-type: none"> <li>● <i>Teacher attends PLC meetings only when asked by the principal.</i></li> </ul>	<p><i>respected team member, suggesting teacher contributes.</i></p> <ul style="list-style-type: none"> <li>● <i>Teacher posts and shares lesson materials on her team wiki.</i></li> <li>● <i>Teacher actively helps her peers access and use the variety of newly available Common Core curriculum materials.</i></li> </ul>	<p><i>similar issues beyond the school and becomes active in sharing resources among and between colleagues.</i></p>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>3.2 - Communication and collaboration with families about their students, their student’s performance, and instructional program.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>● <b>Collaborates with and is responsive to families</b></li> <li>● <b>Interactive communication</b></li> <li>● <b>Respectful and culturally aware</b></li> </ul>	<p>Little to no attempt is made to engage families in the instructional program and communication about individual student progress is irregular and/or culturally inappropriate.</p> <p>Communication with families is rare except through report cards.</p> <p>Rarely solicits or responds promptly and carefully to communication from families.</p> <p>Few attempts are made to respond to different family cultural norms and/or responds</p>	<p>Irregular attempts are made to communicate with families about individual progress and programming.</p> <p>Often, communication is one-way and not always appropriate to the cultural norms of those families.</p> <p>Primary reliance is on broadcast web pages and other one-way media.</p> <p>Usually responds promptly to communications from</p>	<p>Frequent communication occurs with families about the instructional programs and shares information about the individual student’s progress.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p> <p>Use of two-way communication about student performance and learning is used regularly with families and the response is prompt and careful.</p> <p>Communication is always respectful with families and demonstrates understanding of and sensitivity to different families’ home</p>	<p>Communication with families is frequent and culturally sensitive. Responses to family concern are handled professionally. Families are engaged in the instructional program.</p> <p>Models the use of a regular two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning.</p> <p>Communication with families is always respectful and demonstrates understanding and appreciation of different families’ home language, culture,</p>

	inappropriately or disrespectfully.	families.  Respectful communication may occur and an effort is made to take into account different family home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitivity to the differences.	languages, culture, and values.	and values. Serves as a model for this element.
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Examples and Evidence</b></p> <p><b>3.2 - Communication and collaboration with families about their students, their student's performance, and instructional program.</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>• Collaborates with and is responsive to families</li> <li>• Interactive communication</li> <li>• Respectful and culturally aware</li> </ul>	<ul style="list-style-type: none"> <li>• Families are unaware of their children's progress.</li> <li>• Family engagement activities are lacking.</li> <li>• Communication is culturally inappropriate.</li> <li>• Families must contact the principal or other school administrators for information about their child.</li> <li>• Parent communications sent from the school are negative or defensive</li> </ul>	<ul style="list-style-type: none"> <li>• School or district created materials about instructional programs are sent home.</li> <li>• Teacher maintains school required online grade book but does little else to inform families about student progress.</li> <li>• Teacher communications are sometimes inappropriate to families' cultural norm. <ul style="list-style-type: none"> <li>• Sample parent communications are predominantly one way, such as web pages or generic email distributions. <ul style="list-style-type: none"> <li>• Parents receive a PDF pamphlet about the new science</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information about the instructional program is online and distributed electronically and available on a regular basis.</li> <li>• The teacher sends information about student progress home electronically on a regular basis. Hard copies are distributed or available for parents that require them.</li> <li>• The teacher uses communication that is culturally appropriate and relevant.</li> <li>• Teacher develops activities designed to successfully engage families in their children's learning as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• On a regular basis, students develop and distribute electronic and print materials to inform their families about the instructional programs.</li> <li>• Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> <li>• A comprehensive sample of parent communications show a great variety of methods used to meet individual</li> </ul>

		<p><i>program, but wonder how their child's teacher is implementing it.</i></p>	<ul style="list-style-type: none"> <li>● <i>Teacher sends a weekly email class update that is translated into the major languages of each family represented. Text includes invitations to respond and reply.</i></li> <li>● <i>Teacher maintains a website that provides parents with up to date homework information and class activities.</i></li> </ul>	<p><i>student and family needs.</i></p> <ul style="list-style-type: none"> <li>● <i>Students design a class web page and learning space for parents that is linked to communications sent home on a regular basis and is available in other languages.</i></li> <li>● <i>Teacher makes frequent phone calls and/ or emails or alerts home to connect with parents and keep them apprised of student performance and school activities.</i></li> <li>● <i>Teacher makes it clear that texts or email inquiries regarding student performance are welcome at any time.</i></li> </ul>
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<b>INDICATOR</b>	<b>Below Standard</b>	<b>Proficient</b>
<p><b>3.3 – Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.</b></p> <p><b>Attributes:</b></p> <p>Teacher behavior is consistent with Connecticut's <b>Code of Professional Responsibility for Educators.</b></p>	<p><input type="checkbox"/> Teacher actions <b>are consistent</b> with the commitment to students, the profession, the community and families that are set forth in the <b>Code of Professional Responsibility for Educators.</b></p>	<p><input type="checkbox"/> Teacher actions are <b>not consistent</b> with the commitment to students, the profession, the community and families that are set forth in the <b>Code of Professional Responsibility for Educators.</b></p>

# **Regional School District No. 6**

## **Administrator Professional Learning and Evaluation Plan**

**2015-2016**

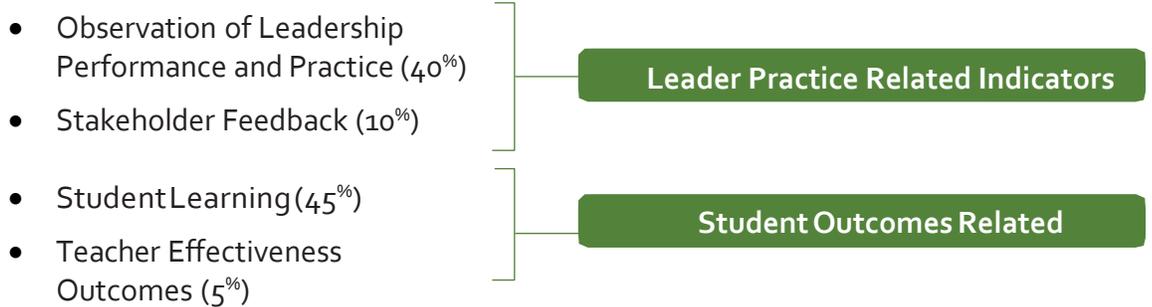
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# Administrator Evaluation and Support

The Regional School District No. 6 (RSD6) plan for the evaluation and support of administrators is based mainly on the 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 RSD6 in the implementation of its Administrator Professional Learning and Evaluation Plan.

**The REGIONAL SCHOOL DISTRICT NO. 6 (RSD6) Model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:**



This document includes “Points for Consideration” to assist RSD6 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
- Career Development and Growth

# Administrator Evaluation and Development

## Purpose and Rationale

This section of the plan outlines the RSD6 developed model for the evaluation of school and district administrators. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The RSD6 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 *Professional* administrators. These administrators can be characterized as:**

- Meeting expectations as an learning leader;
- Meeting expectations in at least 1 other areas of practice;
- Meeting at least 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 goals; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The plan includes an exemplary performance level for administrators who exceed these characteristics, but exemplary ratings are reserved for administrators who could serve as a model for leaders across their district or even statewide. A Professional 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 improve. It also serves as a means for RSD6 to hold itself accountable for ensuring that every child attends a school with an effective leader.

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 21<sup>st</sup> Century Educational Leadership Standards.
  - b) **Stakeholder Feedback (10%)** on leadership practice through parent and/or staff 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*, *Professional*, *Developing* or *Below Standard*. The performance levels are defined as:

- **Exemplary** – Substantially exceeding indicators of performance
- **Professional** – 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 higher-quality time in schools observing practice and providing 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 data- and goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

The superintendent can determine when the cycle starts. For example, principals may 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. Or the process may 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.
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 at least one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



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

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the 21<sup>st</sup> Century Educational Leadership Standards. While administrators are rated on all thirteen elements listed under the three 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 Teaching, Learning and Assessment, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

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

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

### **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%.	<b>SLO 1:</b> Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	<b>Focus Area 1:</b> 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.	<b>SLO 2:</b> 90% of students complete 10th grade with 12 credits.	<b>Focus Area 2:</b> Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E: B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations .	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	<b>SLO 3:</b> 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%.	<b>Survey 1:</b> 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 four and preferably more, school site (or other professional setting) 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. Evaluators should provide timely feedback after each visit.

Besides the school site (or other professional setting) 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, the administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

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

## A note on the frequency of school site observations:

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

- 4 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*,

All Region 6 administrators will have 4 observations in a variety of professional settings.

School visits and observations will 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 identify 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 State of Connecticut Department of Education SEED website.

## Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 13 elements of the 21<sup>st</sup> Century Educational 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.

## 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 RSD6 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.

**REGIONAL SCHOOL DISTRICT NO. 6 will engage its local RESC Education Connection and associate partners in sponsoring multi-day training. This comprehensive training will give evaluators the opportunity to:**

- Understand the various components of the RSD6 administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the 21<sup>st</sup> Century Educational Leadership Standards Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the 21<sup>st</sup> Century Educational Leadership Standards Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

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

- Deepen understanding of the evaluation criteria;
- Define Professional leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

**PLEASE NOTE: RSD6 and Education Connection are aware of and will consider the following:**

**Points for District Consideration:**

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

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 will count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures will count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives will 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 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 vision for professional learning is that each and every RSD6 educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For RSD6'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 RSD6's plan, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

### 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. RSD6 will develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans will be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

RSD6 will 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 "Professional."
- 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 Professional 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.

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# 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 21<sup>st</sup> Century Educational Leadership Standards and defines effective administrative practice through three performance expectations.

- 1. Vision, Mission and Goals and Systems Leadership:** 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 staff, and high expectations for student performance through the use of systemic 21<sup>st</sup> century skills. Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common, shared understandings and commitments among all stakeholders. Leaders hire and retain quality staff, and use financial and 21<sup>st</sup> century resources in a responsible manner.
- 2. Teaching, Learning and Assessment:** Leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning. Leaders develop a strong professional culture which leads to quality instruction focused on engaged and empowered student learning and the strengthening of professional competencies. Leaders have a deep understanding of the instructional practices required for success in mastering digital literacy and other 21<sup>st</sup> century skills.
- 3. External Engagement:** Leaders communicate effectively with all stakeholders demonstrating respect and ethical behavior. Leaders demonstrate lifelong learning skills and model 21<sup>st</sup> century skills.

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All three 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, Learning and Assessment)** comprises 40% of the leadership practice rating, Vision, Goals and Leadership comprises an additional 40%, and External Engagement the remaining 20%.

These weightings will be consistent for all principals, the assistant principal, and central office administrators.

In order to arrive at these ratings, administrators are measured against the 21<sup>st</sup> Century Educational Leadership Rubric which describes leadership actions across four performance levels for each of the three 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 Professional performance.
- **Professional:** The rubric is anchored at the Professional Level using the indicator language from the 21<sup>st</sup> Century Educational Leadership Standards. The specific indicator language is highlighted in bold at the Professional level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

**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 Professional practice.

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# Strategies for Using The 21<sup>st</sup> Century Educational Leadership Standards Evaluator 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 21st Century 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 apply to assistant principals and central office administrators. RSD6 will generate ratings using evidence collected from applicable indicators in the 21st Century Leadership Standards.

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## Performance Expectation 1: Vision, Mission, Goals and Systems Leadership

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 staff, and high expectations for student performance through the use of systemic 21<sup>st</sup> century skills. Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common, shared understandings and commitments among all stakeholders. Leaders hire and retain quality staff, and use financial and 21<sup>st</sup> century resources in a responsible manner.

## The Leader...

**1.1 - Guides decisions that lead to effective learning for all by communicating and advocating for the shared collaborative vision.**

**1.2 – Ensures a positive learning environment and climate, models expected behaviors, takes on challenges.**

**1.3 – Maintains a safe and secure physical plant and efficient operational systems using data to evaluate and improve.**

**1.4 – Retains and recruits a quality staff with integrity using the state/district approved model.**

**1.5 – Advocates, acquires, and equitably aligns financial and other 21<sup>st</sup> century resources with goals.**

## Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the 21<sup>st</sup> Century Leadership Standards Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the three 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.

3. 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. Four observations will be conducted for all administrators annually in a variety of settings including, 1) interactions with staff, 2) interactions with parents, 3) interaction with other administrators, 4) interactions with students.

4. 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.
5. 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.
6. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *Professional*, *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, Assistant Principal and Central Office Administrators:

Exemplary	Professional	Developing	Below Standard
<i>Exemplary</i> on Teaching, Learning and Assessment +	At least <i>Professional</i> on Teaching, Learning and Assessment +	At least <i>Developing</i> on Teaching, Learning and Assessment .	<i>Below Standard</i> on Teaching, Learning and Assessment or
<i>Exemplary</i> on at least 1 other performance expectations +	At least <i>Professional</i> on at least 1 other performance expectations +	At least <i>Developing</i> on at least 1 other performance expectations	<i>Below Standard</i> on at least 2 other performance expectations
No rating below <i>Professional</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

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## Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the 21<sup>st</sup> Century Educational 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., staff and 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 Regional School District No. 6 (RSD6) administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

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- **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.

RSD6 will ensure the use of effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries.

The survey(s) selected by RSD6 for gathering feedback will 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 will not be implemented exclusively for purposes of administrator evaluation, but will 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 will align to some or all of the 21<sup>st</sup> Century Educational 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.

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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**

### **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

## Stakeholder Feedback Summative Rating

Ratings will 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 21<sup>st</sup> Century Educational 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	Professional	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: Regional School District No. 6 (RSD6) School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Regional School District No. 6 (RSD6) School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

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

## 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.
<b>Stakeholder Feedback Rating: "Professional"</b>	

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 Regional School District No. 6 (RSD6) 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<sup>9</sup> includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Regional School District No. 6 (RSD6)’s standardized assessments.

***PLEASE NOTE:** SPI calculations will not be available for the 2015-16 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 Regional School District No. 6 (RSD6)’s standardized assessments.

<sup>2</sup> 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.

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

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

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

**SPI Progress (all students and subgroups)**

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

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

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. 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
<b>TOTAL</b>			<b>2.8</b>

**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	Professional	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 indicators 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 Regional School District No. 6 (RSD6) Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

	SLO 1	SLO 2	SLO 3
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion	
<b>High School Principal</b>	Graduation (meets the non-tested grades or subjects)	Broad discretion	
<b>Elementary or Middle School AP</b>	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.	
<b>High School AP</b>	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.	
<b>Central Office Administrator</b>	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

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

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

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

Grade Level	SLO
<b>2nd Grade</b>	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.
<b>Middle School Science</b>	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
<b>High School</b>	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
<b>Central Office Administrator</b>	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	Professional	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 Professional	Gather further information
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	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 an administrator’s role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Regional School District No. 6 (RSD6)’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	Professional	Developing	Below Standard
> 80% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation

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

# Summative Administrator Evaluation Rating

## Summative Scoring

Every educator will receive one of four performance\* ratings:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Professional:** 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 Appendix 2).

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 10 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 professional 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 professional 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 Professional 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 three performance expectations of the 21<sup>st</sup> Century Educational Leadership Standards and at least 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
<b>TOTAL LEADER PRACTICE-RELATED POINTS</b>			<b>110</b>

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Profession
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.

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

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Professional
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 Professional. The summative rating is therefore Professional.

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 Professional	<i>Gather further information</i>
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

## Adjustment of Summative Rating:

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

## Definition of Effectiveness and Ineffectiveness

RSD6 shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the evaluation system. A pattern may consist of a pattern of one rating. RSD6 acknowledges the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential professional 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.

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## Dispute-Resolution Process

The 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.

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# *Appendix 1*

21<sup>st</sup> Century Educational Leadership Standards  
(See attached)