

Tolland Public Schools  
**Teacher Professional Learning and  
Evaluation Plan**



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## **Introduction**

Tolland's Teacher Professional Learning and Evaluation Plan has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Plan components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). The Plan represents our commitment to incorporating current, high-quality research into 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, throughout our classrooms, schools and programs. As such, the Plan: a) addresses the elements of Connecticut's Core Requirements for Teacher Evaluation; b) is aligned with our district's mission and values; and c) meets the educational needs of the stakeholders in our schools.

In accordance with guidelines set forth by the State Department of Education, Tolland Public School's School Improvement Committee (SIC) has been established to help develop, review and refine the Plan and establish and monitor professional development. Committee members design plans and/or support programs to further teacher growth in developing students as learners, to enhance the educational environment and to expand the knowledge and resources of its teachers.

The School Improvement Committee consists of representatives of the administrative and teaching staff, including representatives from the Tolland Education Association (TEA). The committee consists of the following members:

Jane Moynihan, Teacher, Birch Grove Primary  
Debbie Couture, Teacher, Birch Grove Primary  
Cyndi Huschle, Teacher, Tolland Intermediate School  
Kelly Kennefick, Teacher, Tolland Intermediate School  
Cindy Foster, Teacher, Tolland Middle School, TEA Representative  
Jim MacArthur, Teacher, Tolland High School  
Tom Swanson, Principal, Birch Grove Primary  
Walt Willett, Principal, Tolland Middle School  
Kathryn Eidson, Director of Curriculum and Instruction

## **Statement of Purpose**

The Tolland Board of Education is in agreement with the statement that "When teachers succeed, students succeed." They, therefore, support the state initiative to improve schools by improving school-level factors that seek to support students' success. We acknowledge that student learning and achievement enriches future learning, career and personal experiences later in life. This is built by the collaborative, interdependent work of teachers and administrators, students and families, and school district and the community we serve.

The purpose of the Plan is to support:

1. school improvement;
2. teacher's individual and collaborative work for improved student learning;
3. professional growth and development of the teachers and evaluators; and
4. excellence, creativity, and innovation in curriculum planning and the implementation of teaching strategies.

There are design principles that underpin the Plan. In evaluating teachers and their success, framers considered the need for multiple, standards-based measures of performance, consistency in professional judgment, the need for dialogue about student learning, and the need for alignment between professional development, coaching and feedback to support teachers.

To accomplish this, it is important to recognize that our plan needs to support the development of a professional culture of analysis, reflection, feedback and discourse about teaching practices and student learning.

The resulting document will provide a rating of the status of teacher practice for the purpose of improving that practice and subsequently the learning of students experiencing that practice. Ratings shall be:

Exemplary – Substantially exceeding indicators of performance. Teachers acquiring this designation are models of practice.

Effective – Meeting indicators of performance. Teachers acquiring this designation are excellent teachers.

Developing – Meeting some indicators of performance but not others. These teachers are those with targeted professional needs)

Below standard – Not meeting indicators of performance. Teachers with this designation are novice teachers or teachers in need of improvement.

## **Guiding Beliefs**

It is the belief that if teachers are given the opportunity to work with each other and the administration in an environment where there is a mutual feeling of respect, trust and professionalism, teachers can and will grow as professionals. This growth will result in the improvement of student learning opportunities.

Tolland's evaluation plan's beliefs are based on the knowledge that:

- good teaching increases the potential for successful student learning;
- the Common Core of Teaching can be used as a broad general description of good teaching;
- a collegial, collaborative relationship between teacher and evaluator creates an optimum climate for good teaching;
- a physically safe environment is conducive to both successful teaching and successful learning;
- a positive school climate is created when clearly defined expectations of performance and criteria for measuring that performance exist for students, teachers, and evaluators, and
- evaluation is a process by which curriculum and professional development are integrated to promote student, individual and institutional growth.

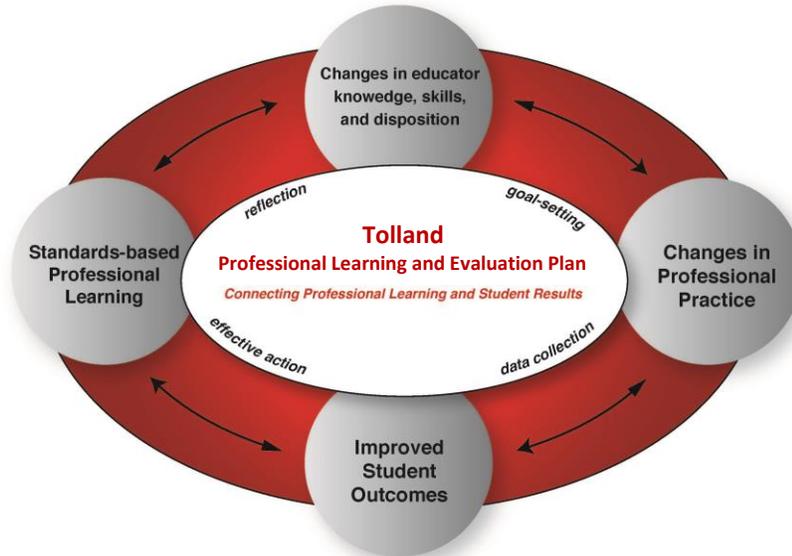
## **Beliefs about Students and Education**

Beliefs about students and education guide the purposes set forth in the evaluation and professional development plan. 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 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 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* for teacher evaluation, as well as what current research tells us about the relationship between teaching and learning.



The Plan 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 Plan's teacher observation and evaluation instrument, the CCT Rubric for Effective Teaching is used because it aligns 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.

Tolland's Plan 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 Plan 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.

# **Tolland's Professional Learning 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 Tolland schools and programs.
- Ensure that only high-quality professionals are selected for tenure in Tolland 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.
- Improve quantity and quality of feedback.
- Align evaluation findings with professional learning plan and support systems.

## **3. Support organizational improvement through the Professional Learning 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.
- Support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

# Roles and Responsibilities

Evaluators are individuals whose job descriptions include supervision and evaluation of other certified personnel.

## Superintendent's Role in the Evaluation Process

1. Arbitrate disputes.
2. Allocate funds or resources for the implementation of the Professional Development/Teacher Evaluation (PD/TE) Plan.
3. Serve as liaison between the Board of Education and the evaluation process.

## Evaluators\*

### Superintendent

- Principals
- Director of Pupil Services
- Director of Curriculum & Instruction

### Building Principals

- Assistant Principals
- Teachers
- Department Liaisons/Team Leaders
- School Counselors
- School Specialists

### Building Assistant Principals

- Teachers

### Director of Curriculum and Instruction

- K-12 Language Arts Coordinator
- K-12 Mathematics Coordinator
- K-12 Science Coordinator
- K-12 Social Studies Coordinator
- Director of Educational Technology

### Director of Pupil Services

- Speech and Language Teachers
- School Social Worker
- School Psychologists

\*This does not include non-certified personnel.

If complementary evaluators are used, the complementary evaluator may do only one evaluation with pre- and post-conferences per teacher during the initial implementation of the professional development/teacher evaluation plan. The complementary evaluator will be trained to have specific expertise in the evaluatee's area of instruction.

## 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:

- The review and understanding of Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, state-mandated tests, 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 learnings about professional practice.

### **The Evaluator's Role is to**

- Review and become familiar with evaluatees' previous evaluations.
- Participate in collaborative conferences with evaluatees.
- Analyze and assess performance, making recommendations as appropriate.
- Clarify questions, identify resources, facilitate peer assistance and provide other support as needed.
- Assist with the development and assessment of goals, student learning indicators, learning activities and outcomes.

### **The Evaluatee Role is to**

- Reflect on previous feedback.
- Participate in collaborative conferences with evaluator.
- Engage in inquiry-based professional learning opportunities.
- Develop, implement, and self-assess 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 Learning and Evaluation Plan**

## **Orientation of Teachers**

The district will provide orientation and update training sessions through in-service sessions, targeted group sessions, and individual conferences. These sessions will explain the processes for professional learning – the planning, the protocols for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Tolland (employed during or after the first year of implementation) will be provided with copies of the Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, and the processes and documents to be used. This training will take place upon employment or prior to the beginning of the school year with members of Tolland’s Administration and/or Human Resource Offices.

## **New Educator Support and Induction**

In the interest of supporting new educators in the implementation of the Plan, 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

## **Training and Resources**

Ongoing training is an essential component of Tolland’s Plan. Every staff member in Tolland Public Schools is expected to receive support for goal choices and learning. Individual teachers, schools and district-wide personnel are to provide input to the Administration and the School Improvement Committee for the purpose of planning professional development. Subject to budget limitations, individuals may also select out-of-district professional conferences and seminars. In this way, training focuses on:

- teacher growth;
- student achievement;
- understanding and implementation of the district’s goals and School Improvement Plans, and
- achievement of Connecticut Teaching Competencies.

All new teachers as well as veteran teachers will be provided opportunities to receive targeted, ongoing and embedded professional development. Professional development time is built into the calendar year for this purpose. Veteran teachers are also encouraged to receive mentor, cooperating teacher, and/or TEAM training so they can provide support for beginning teachers, student teachers and teachers beginning their education studies.

## **Training of Evaluators**

Evaluators will be provided with on-going training in the process of evaluation and in the use and application of the district’s Plan.

Understanding of Tolland’s Plan’s features, Connecticut’s Common Core of Teaching (CCT), Common Core of Learning (CCL), Common Core State 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 Tolland’s Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year. Plans for staff training will be coordinated annually by the Director of Curriculum and Instruction.

### **Resources for Plan Implementation**

Funds to provide material and training as well as time for the professional learning and collaboration necessary to support the successful achievement of the teachers' goals and objectives will be allocated annually and determined on a program by program basis.

## **Data Collection**

Tolland's Plan requires the use of multiple sources of data. Multiple data sources provide for a comprehensive and authentic performance portrait of a teacher's work. Two types of data are collected and used throughout the evaluation process:

1. Observation of teacher performance and practice data is gathered from formal and informal classroom observations, teacher goals, artifact collection (e.g., lesson plans, feedback forms, worksheets, etc.), self-assessments, and/or notes from administrative observations within and outside the classroom. Parent and student surveys represent additional sources of information teachers can use to assess performance and set improvement objectives.
2. Student Growth and Development Data is gathered to determine how effectively students are learning. For example, teachers review classroom artifacts and student work (including the state testing) and analyze the evidence of student learning to determine progress toward the teacher's instructional goals. This analysis process is an expectation of the evaluation plan and can be done independently, in collegial groups, both self-selected and assigned, or as requested by the supervisor.

Data collection techniques that focus on student learning may include observation of teacher/student interactions, student observation, analysis of student work, analysis of test scores and performance assessments. They also may include analysis of portfolios, daily assignments, learning logs, and products for projects.

It is expected that in any case where there are indications that student and/or teacher learning is deficient that the teacher seeks to identify and make adjustments. These might include adjustments in teaching strategies, teacher assignments, student schedules, or assessment strategies.

## **Connecting Teacher Evaluation and Professional Development**

The primary purpose of professional development is school improvement as measured by the success of every student. We recognize that educators as well as students learn in different ways and have different learning needs at different points in their careers. Effective professional development, therefore, provides a variety of learning experiences. These experiences may include curriculum development, PLC work, study groups, individual study, and school-wide professional development activities.

Furthermore, it is important that the district's professional development design includes opportunities for staff to "learn-by-doing", have time to reflect on the learning, and generate and share new insights about teaching and learning. This approach to professional development allows teachers to explore different methods of instruction and to discover what works best with students in their classes.

To help nourish such an environment, it is important to be clear about the differences between supervision and evaluation. Supervision is defined as facilitating, stimulating, and problem solving. Evaluation is defined as monitoring, directing, making decisions, remediating and dismissing. The boundary line between supervision and evaluation comes when individual decisions are made about a teacher with data and information gathered from one or many sources.

## Explanation of Non-Tenured Teacher Evaluation Years 1-2

<b>Requirement</b>	<b>Explanation</b>	<b>Expected Outcome</b>
Goal Setting Conference by October 15	<ul style="list-style-type: none"> <li>* Utilizing student data, school data, parent data and observation data to set 1-2 student growth goals for the year. (See Appendix A)</li> <li>* Discuss other reflections and objectives for professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>* Established goal(s) with administrative approval.</li> <li>* Completed Beginning of the Year (BOY) conference and Appendix A</li> </ul>
3 formal observations (two of these must have pre-observation conferences; all three must have post-observation conferences)	<ul style="list-style-type: none"> <li>* Observation #1 by November 1; Observation #2 by December 1; Observation #3 by March 1</li> <li>* Lessons should have established components and exhibit best practices</li> <li>* See formal observation forms in Appendix C</li> </ul>	<ul style="list-style-type: none"> <li>* At least 3 completed formal observations</li> <li>* Receive constructive and timely feedback</li> </ul>
Mid-Year Check-In Conference by March 1	<ul style="list-style-type: none"> <li>* Discuss progress toward goal(s) based on evidence collected and data gathered</li> <li>* Discuss strategies utilized to address other objectives developed in the Goal Setting Conference</li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet (See Appendix A)</li> </ul>
Summative Evaluation Conference	<ul style="list-style-type: none"> <li>* Teacher and evaluator will meet to discuss progress throughout the year including:                             <ul style="list-style-type: none"> <li>• review evidence and data gathered to show progress toward or mastery of goal(s)</li> <li>• discuss strategies used and progress toward objectives established in the Goal Setting Conference</li> <li>• discuss teacher and evaluator observations of practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet (See Appendix A)</li> <li>* Completed teacher self-reflection – possible information to be included in the Summative Evaluation form (by May 15)</li> </ul> <p>**Evaluator will complete the Summative Evaluation based on the conference held and provide the teacher with the appropriate rating in a timely fashion.</p>
Participating in TEAM Process (if applicable)	<ul style="list-style-type: none"> <li>* Conduct regular meetings with the TEAM mentor</li> <li>* Progress toward attaining module objectives (TEAM requires five modules designed to be submitted for evaluation during the two or three year beginning teacher program)</li> </ul>	<ul style="list-style-type: none"> <li>* Successfully completed logs</li> <li>* Successfully completed modules as established by the TEAM program</li> </ul>
Participate on a PLC team (See Appendix A)	<ul style="list-style-type: none"> <li>* The beginning teacher meets with his/her designated PLC team and participates in and learns PLC processes.</li> </ul>	<ul style="list-style-type: none"> <li>* Successfully completed PLC Feedback Sheets documenting progress toward goal(s)</li> </ul>

## Explanation of Non-Tenured Teacher Evaluation Years 3 and 4 and Tenured Teacher Evaluation

<b>Requirement</b>	<b>Explanation</b>	<b>Expected Outcome</b>
Goal Setting Conference by November 15	<ul style="list-style-type: none"> <li>* Utilizing student data, school data, parent data and observation data to set 1-2 student growth goals for the year. (See Appendix A)</li> <li>* Discuss other reflections and objectives for professional growth</li> </ul>	<ul style="list-style-type: none"> <li>* Established goal(s) with administrative approval</li> <li>* Completed Beginning of the Year (BOY) conference and Appendix A</li> </ul>
<p><b>For Teachers Rated as Below Standard or Developing:</b> 3 formal observations (two of these must have pre-observation conferences; all three must have post-observation conferences)</p> <p><b>For Teachers Rated as Effective or Exemplary*:</b> 1 formal observation (with a pre-observation conference and post-observation conference) every three years. In each of the intervening years an observation or observations totaling more than thirty minutes and including written or verbal feedback. A review or reviews of practice will take place every year.</p>	<p><b>For Teachers rated as Below Standard or Developing:</b> Observation/Review of Practice #1 by December 1; Observation/Review of Practice #2 by March 1; Observation/Review of Practice #3 by June 1</p> <ul style="list-style-type: none"> <li>* Lessons should have established components and exhibit best practices</li> <li>* See formal observation forms in Appendix C</li> </ul> <p><b>For Teachers Rated as Effective or Exemplary:</b></p> <ul style="list-style-type: none"> <li>• 1 formal observation (with a pre-observation conference and post-observation conference) every three years</li> <li>• In each of the intervening years, an observation or observations totaling more than thirty minutes and including written or verbal feedback.</li> <li>• A review or reviews of practice will take place every year.</li> </ul>	<ul style="list-style-type: none"> <li>* At least 3 completed formal observations/reviews of practice</li> <li>* Receive constructive and timely feedback</li>   <li>* At least one completed formal observation every three years (See Appendix C)</li> <li>* At least one review of practice each year (See Appendix B)</li> <li>* Records of observations in intervening years (See Appendix B)</li> </ul>
Mid-Year Check-In Conference by March 1	<ul style="list-style-type: none"> <li>* Discuss progress toward goal(s) based on evidence collected and data gathered</li> <li>* Discuss strategies utilized to address other objectives developed in the Goal Setting Conference</li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet (See Appendix A)</li> </ul>
Summative Evaluation Conference	<ul style="list-style-type: none"> <li>* Teacher and evaluator will meet to discuss progress throughout the year including:               <ul style="list-style-type: none"> <li>• review evidence and data gathered to show progress toward or mastery of goal(s)</li> <li>• discuss strategies used and progress toward objectives established in the Goal Setting Conference</li> <li>• discuss teacher and evaluator observations of practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet</li> <li>* Completed teacher self-reflection to be included in the Summative Evaluation form (due May 15)</li> </ul> <p>**Evaluator will complete the Summative Evaluation based on the conference held and provide the teacher with the appropriate rating in a timely fashion.</p>
Participate on a PLC team (See Appendix A)	<ul style="list-style-type: none"> <li>* The teacher meets with his/her designated PLC team and participates in the PLC processes.</li> </ul>	<ul style="list-style-type: none"> <li>* Successfully complete PLC Feedback Sheets documenting progress toward goal(s) (See Appendix A)</li> </ul>

\*In the first year of the plan and for teachers previously rated competent, there will be two formal observations with pre and post conferences and one review of practice.

## Performance Conferences Summary

A minimum of three conferences are to be held each year with all district teachers. The purpose of these conferences is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set and monitor student growth goals, and identify development opportunities. These conferences are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. The conference timeline and processes are as follows:

### Teacher Evaluation Process and Timeline

The three conferences to be held during the year are as follows:

#### 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 CCT Rubric for Effective Teaching and self-assessment processes and purposes.
  2. School Improvement Plans and district priorities that should be reflected in teacher performance and practice focus areas and/or strategies (40%) as well as SMART goals related to student outcomes and achievement (45%).
  3. Data regarding whole-school indicators of teacher/peer practice (10%) and student learning (5%).
  4. Data needed, including types of data and processes for collection and analysis.
  5. Use of the digital evaluation system..

#### 2. Initial Conference – by October 15 (Non-Tenured) or November 15 (Tenured):

- Teacher Reflection—In advance of the initial conference, the teacher will examine data related to current students’ performance (including, but not limited to: standardized tests, unit assessments, portfolios and other samples of student work appropriate to teacher’s students, etc.). They will also review prior years’ evaluations, possible survey results, previous professional learning targets, and the Rubric for Effective Teaching. (First-year beginning teachers may find it helpful to reflect on their practice focus area with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing focus area.) Considerations are as follows:
  - a) **a practice focus area(s)** based on data from teacher reflection and review of a CCT Rubric. The rubric rating comprises 40% of the teacher’s summative evaluation rating;
  - b) **information about strategies to support the whole-school goal** (or SESS peer goal) as determined by the staff/administration and based on data from peer feedback (10%); and
  - c) **SMART goal(s)** to address student learning and achievement objectives. Achievement on these goals comprise 45% of a teacher’s summative evaluation; and
  - d) **strategies to support the whole-school goal related to student learning** (5%).

Examples of data that may be helpful for the initial 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> </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>• CCT Rubric</li> <li>• Survey Data</li> </ul>
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The teacher may collaborate in grade-level or subject-matter teams to support the goal or strategy-setting process.

- Goal Setting – No later than **October 15 (Non-Tenured) or November 15 (Tenured)** of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed SMART goal(s)/strategies in order to arrive at mutual agreement about them.

Evaluators will observe teacher practice in formal in-class observations, informal observations, and/or 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. The evaluator will reference these observations and reviews of practice in conferences and summative reviews. The teacher will also collect evidence throughout the school year about his/her practice and student's learning.

### **3. Mid-Year Conference (by March 1):**

The evaluator and teacher will hold at least one mid-year conference. The discussion should focus on processes and progress toward meeting the SMART goal(s) and focus areas or strategies for developing one's practice. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They may also discuss actions that the teacher may take and supports the evaluator may provide to promote teacher growth.

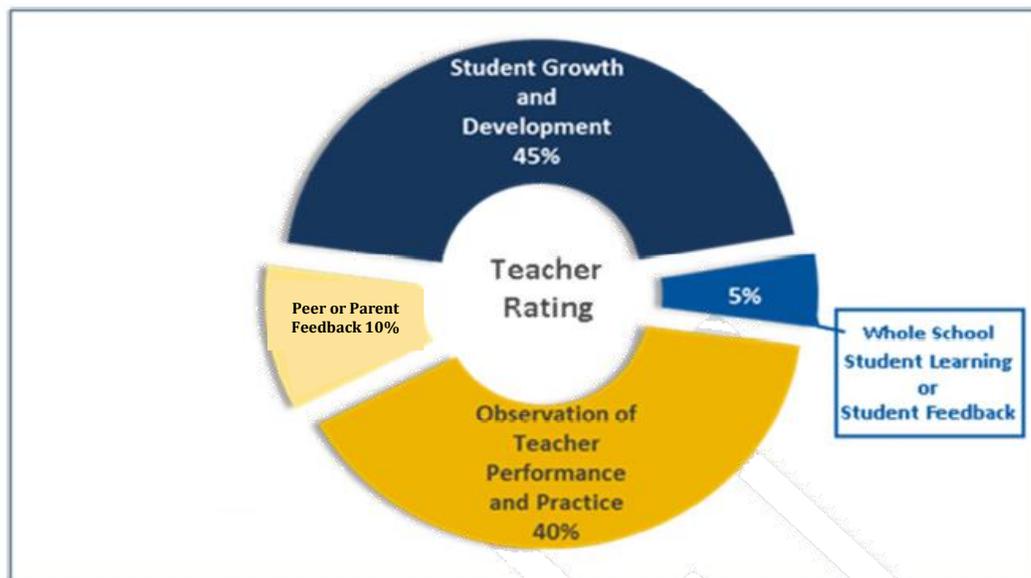
### **4. End-of-year summative review:**

- a. Teacher self-reflection (by May 15) - The teacher reviews and reflects on all information and data collected during the year. This may be a self-reflection that focuses specifically on the areas for development, referencing the CCT Rubric for Effective Teaching and SMART goal(s) and strategies established in the Goal Setting Conference. A self-reflection addresses all components of the evaluation plan and may include what the teacher learned throughout the year. One should also consider possible focus areas for future practice. (See Appendix A, Part III and Appendix K.)
- b. End-of-year conference - The evaluator and the teacher meet to discuss all the information collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goal(s), the work on strategies for whole school learning goal and the teacher's performance and practice.
- c. Summative Rating - Following the conference, the evaluator reviews all information, including observation data to generate category and focus area ratings. The four category ratings generate the final, summative rating using the summative rating matrix. (See Appendix K for Summative Conference Agenda/Questions Form)

A final rating may be revised if state test data are available after June 30. This must be done before September 15 of a school year.

# Connecticut Framework for Teacher Evaluation and Support

The CT Guidelines for Teacher Evaluation require districts to weigh the components of teacher's annual summative evaluations ratings as follows:



The four categories of indicators for identifying possible growth areas for teachers are:

- I. Teacher Performance and Practice Related Indicators
  - a. Growth in teacher performance and practice
  - b. Growth in interactions with peers
- II. Student Outcome Related Indicators
  - a. Growth in student learning
  - b. Growth in interactions with students

## Components of Teacher Evaluation

### Teacher Performance and Practice Related Indicators

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

- Teacher Performance and Practice, which counts for 40% of an evaluative rating; and
- Peer Feedback, which counts for 10%.

These categories will be described in detail in the following.

#### **CATEGORY 1: Teacher Performance and Practice (40%)**

Forty percent (40%) of a teacher's evaluation will be based on observations of teacher performance and practice, using the CCT Rubric for Effective Teaching or other CCT derived rubrics such as the Student Educator and Support Specialist (SESS) rubric.

#### **CCT Rubric Development**

The CCT Rubric for Effective Teaching or other derived rubrics, which observers will use in conducting teacher observations and reviews of practice, were developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the domains and indicators that comprise the CCT. They also reviewed relevant research on effective instructional practices and models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The CCT Rubrics represent a distillation of each of these resources into essential elements that are crucial to effective practice and can be observed and applied in appraisals of teachers.

Key attributes of teacher performance and practice outlined in the CCT Rubrics are reflected in the descriptors of the indicators. This allows evaluators and teachers to understand how these attributes apply in practice, observations, and evaluation.

### Teacher Reflection on the CCT Rubrics

Teachers will use the CCT Rubrics to reflect on their own practices and their impact on student performance. Based on that reflection, teachers may choose specific areas of practice for improvement. These focus areas will guide their own professional learning and improvements in practice. Improvement in these areas will ultimately promote student growth and achievement of student outcome goals. Improvement in these areas should result in improvements in teacher knowledge and skills which will necessarily impact their rating(s) on the CCT Performance and Practice Rubric.

### Data Gathering Process

Sources of Data to Inform the Teacher Performance and Practice Rating (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 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 the evaluator to learn content, systems effectiveness, and priorities for professional learning</li> <li>• Provides a context for observations and evaluation</li> </ul>
In-class observations	Data related to Domains 1 and 3 <ul style="list-style-type: none"> <li>• Teacher-student, student-student conversations, interactions, activities related to student 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 2 and 4 <ul style="list-style-type: none"> <li>• Teacher reflection, as evidenced in pre- and post-conference data.</li> <li>• Engagement in professional development opportunities, involvement in action research.</li> <li>• Collaboration with colleagues</li> <li>• Teacher-family interactions</li> <li>• Ethical decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</li> </ul>

Evaluators will use the CCT Rubrics to guide data collection from teacher conferences, classroom observations and reviews of practice.

### Observations 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 their schools. Feedback from observations provide individual teachers with insights regarding the impact of their content knowledge, management, planning, instruction, assessment and professional practices. Observations help teachers gain insights about their professional practice and its impact on student learning.

Formal observations, informal observations, and reviews of practice are 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. After the first year, administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

### Implementation

- In year one of implementation, 50% of classroom teachers previously evaluated as competent will receive at least two in-class formal observations and one review of practice. Each of the observations will include pre-conferences and post-conferences with timely feedback. Reviews of practice will occur for all teachers.
- In year two, 50% of the remaining teachers who are new to the evaluation protocol will be observed in the same way as in the year one implementation while the initial 50% will enter the protocol designed for their teacher evaluation rating from the first year of implementation.
- Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their needs, but no fewer than three formal observations. Two of the three observations will include a pre-conference and three will include a post-conference with timely written and verbal feedback.

- Teachers who receive a performance evaluation designation of Effective or exemplary will receive a combination of one formal observation (with a pre-observation conference and post-observation conference) every three years. In each of the intervening years, an observation or observations will take place totaling at least thirty minutes and including written or verbal feedback. A review or reviews of practice will take place every year.

### Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
<b>FIRST YEAR OF PROGRAM IMPLEMENTATION</b>		
<b>All Teachers Year One</b>	Two formal observations and a minimum of one review of practice	All formal observations must have pre- and post-conference
<b>SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND</b>		
<b>1<sup>st</sup> and 2nd Year Teachers  Teachers Designated Below Standard or Developing  New Tolland Employees</b>	Three in-class formal observations	Two must have pre-conferences, all must have post-conferences.
<b>Teachers designated as Effective or Exemplary</b>	One formal observation (with a pre-observation conference and post-observation conference) every three years. In each of the intervening years, an observation or number of observations will take place totaling more than thirty minutes and including written or verbal feedback. One or more reviews of practice will take place every year.	The formal observation must have pre and post-conferences.  Informal observations will include written or verbal feedback.

## Evaluator Training and Proficiency

Formal observations of classroom practice are guided by the domains and indicators of the CCT Rubric. Evaluators participate in training and demonstrate proficiency in the use of the rubric. Training is conducted regularly to ensure consistency and high-quality application of the rubric in the observation and evaluation process.

After the first year of implementation, all evaluators new to Tolland will be required to participate in proficiency training and evaluation support sessions. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed.

### **CATEGORY 2. Peer Feedback (10%)**

Ten percent (10%) of a teacher's evaluation shall be based on achievement of individually developed strategies to reach a collective peer goal. The following steps will be accomplished:

1. Information about collective practices will be anonymously gathered by teachers using a whole building screen. For non-classroom teachers a peer practice analysis will take place.
2. Since the building screen mirrors the CCT Rubric for Effective Teaching, teachers will become familiar with the rubric through the whole building screen and through professional development and observation of their practice.
3. A practice goal from the building screen's anonymous peer feedback or the goal derived from the peer practice analysis for non-classroom teachers will be agreed upon by the appropriate teachers and administrators.
4. Teachers will meet individually with their evaluator and develop strategies to contribute to achieving the peer goal.
5. Information about strategies to achieve this goal will be gathered throughout the school year.
6. An anonymous screen and/or analysis of peer practices will again take place at the end of the school year to determine if progress has taken place. Individual data from the building screen will in no way affect the individual teacher's evaluation.
7. Teachers are individually evaluated for this 10% part of their evaluation based on the achievement of their strategies to support this goal. They will be evaluated using the following rubric.

<b>Exemplary 4</b>	<b>Effective 3</b>	<b>Developing 2</b>	<b>Below Standard 1</b>
Exceeded	Met	Partially Met	Did Not Meet

## Student Growth and Development Indicators

### **CATEGORY 3: Student Outcomes and Achievement (45%)**

Teachers are required to develop one or more Student Learning Objectives (SLOs) or SMART goals related to student growth and development. Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by the SMART goal(s). Goal(s) need to be aligned with standardized and/or standards-based measures.

For those teaching state tested grades and subjects, SLOs or SMART goals need to be developed based on an analysis of results of student achievement on the appropriate state test (if it is determined by the state that it is required) and another standardized assessment, if available. If nothing is available, the goals are based on standards-based measures which include unit assessments, assessments of student achievement of school-wide expectations for student learning, measures using analytic rubrics and/or student portfolios of examples of work

Teachers in non-tested grades and subjects may establish SLOs or SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests, from other standardized assessments where available, or other standards-based measures, which include unit assessments, assessments of student achievement of school-wide expectations for student learning, measures using analytic rubrics and/or student portfolios of examples of work

Starting in the 2014-2015 school year and for each goal/objective, each teacher through mutual agreement with his/her evaluator must select multiple indicators of academic growth and development to measure achievement of his/her goal. SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities and/or state/national standards. (see Appendix A - Part I for the SLO or SMART Goal components)

## Goal Setting

Tolland teachers' SLOs or SMART goals address the learning needs of their students and are aligned to the teacher's assignment. Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. So, for student growth and development to be measured for teacher evaluation purposes, a teacher's own assignment, students, and context will be taken into account.

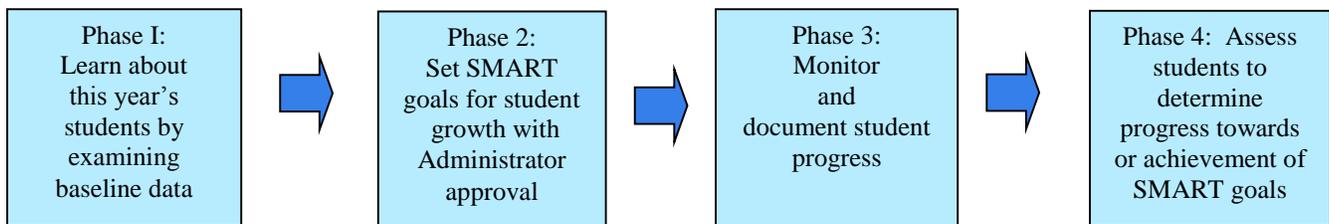
The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific/Strategic, Measurable, Attainable, Relevant, and Time-Bound. They are based on pre- and post- measures of the same students. (See Appendix A, Part I)

Each SMART goal will:

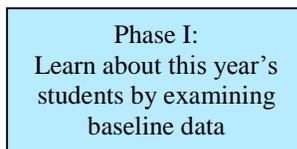
1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by teacher and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

## SMART Goal(s) and Student Progress

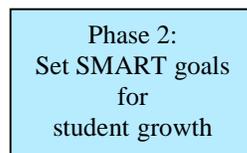
The following diagram illustrates the processes involved in establishing and assessing SLOs or SMART goal(s) for student learning.



### Explanation of Phases



To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required. Teachers must learn as much as they can about the students they teach and be able to document baseline data that they have used to determine their instructional focus. Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.



Each teacher will write one or two SMART goals. If one SMART goal is chosen, it must include a minimum of one standardized measure or indicator of success, where available, and one non-standardized measure.

If two SMART goals are chosen, each goal must have multiple indicators of success. One must have a standardized measure or indicator of success, where available.

The SMART goal(s) should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what assessment/indicator will be used to measure the targeted level of performance. The SMART goal(s) can also address student

subgroups, such as high- or low-performing students or ELL students. It is through the examination of student data that teachers will determine the focus and the level of performance to be targeted for their students.

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process for SMART goal(s) will take place during the Goal-Setting Conference on or before October 15 or November 15. To ensure that goals are as fair, reliable, valid, and useful to the greatest possible extent, evaluators will review and approve the SMART goal(s) based on the following criteria.

- **Focus:** Supporting the School Improvement Plan when feasible.
- **Priority of Content:** SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- **Rigor of SMART goal:** SMART goal is attainable, and establishes rigorous growth over a specified time period.
- **Analysis of Student Outcome Data:** SMART goal provides specific, measurable evidence of student learning.

Phase 3:  
Monitor and  
document  
Student progress

Once the SMART goal(s) are approved, teachers need to monitor progress toward achieving the indicators of success.

Teachers may measure and document progress through:

1. Examination of student work using rubrics
2. Administering assessments and isolating appropriate indicators
3. Tracking a student's accomplishments through "quick checks", checklists, etc.

Teachers may choose to share their interim findings 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. This review may result in revisions to instructional strategies and/or materials or in a need for professional development. Teachers and evaluators may mutually agree to adjustments to the SMART goal(s) to accommodate changes (e.g., student populations, 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 the SMART goal(s)

### Student Outcomes and Achievement

Teacher Responsibility – The teacher needs to review all information and data collected during the year and be prepared to review this with the evaluator. The teacher review may involve being prepared to:

1. Describe the results and evidence for goal achievement.
2. Describe what was done to produce these results.
3. Describe the personal learning that took place and how it will be used in the future.

End of Year Conference –The teacher and evaluator will discuss the extent to which the learning goals/objectives were met. They will analyze the data and review all other pertinent goal information. Using the four performance level designations shown in the table below, the evaluator will rate the extent of progress toward meeting the student learning goals/objectives.

Evaluators will review the teacher's self-reflection and the result(s) of the SMART goal(s), and assign one of four ratings to the SLO or SMART goal(s): 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>	Exceeded SMART goal(s) by 10% margin or higher.
<b>Met (3)</b>	Met the SMART goal(s).
<b>Partially Met (2)</b>	Did not meet the SMART goal(s) by 10% margin.
<b>Did Not Meet (1)</b>	Did not meet the SMART goals by 11% or greater.

The final rating for Category 3: Student Outcomes and Achievement is the average of the two indicators of success. For example, if one indicator of success was Partially Met, for 2 points, and the other indicator of success was Met, for 3 points, the student growth and development rating would be  $[(2+3)/2]$  or 2.5.

The individual SMART goal ratings and the final Student Outcomes and Achievement rating will be shared with teachers before the end of the school year.

NOTE: For SMART goal(s) that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

### Training for Teachers and Evaluators

Creating SMART goal(s) involves making sure:

- Quality measures and indicators are used to determine student growth
- SMART goals fulfill all the parameters for a SMART goal
- SMART goals are rigorous
- The goal includes written plans that articulate the strategies and progress monitoring tools teachers will use to achieve their SMART goal(s)

All teachers and evaluators will receive training to ensure a knowledgeable approach to the creation and use of SMART goals and analysis and use of data. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

### **CATEGORY 4. Whole-School Student GOAL (5%)**

Five percent (5%) of a teacher’s evaluation shall be based on the student feedback portion of the Administrative “Stakeholder” survey. The following steps will be accomplished.

Grades 3 - 12

1. In grades 3 – 12, the student portion of the “Stakeholder” survey will be analyzed.
2. Tolland staff members, using information from the survey, will define and communicate a Whole School Student goal.
3. Teachers will meet individually with their evaluator and develop strategies to contribute to achieving the building student outcome goal.
4. Teachers are individually evaluated for this 5% part of their evaluation based on their achievement of strategies to support this goal.

<b>Exemplary 4</b>	<b>Effective 3</b>	<b>Developing 2</b>	<b>Below Standard 1</b>
Exceeded	Met	Partially Met	Did Not Meet

In Grades PK – 2

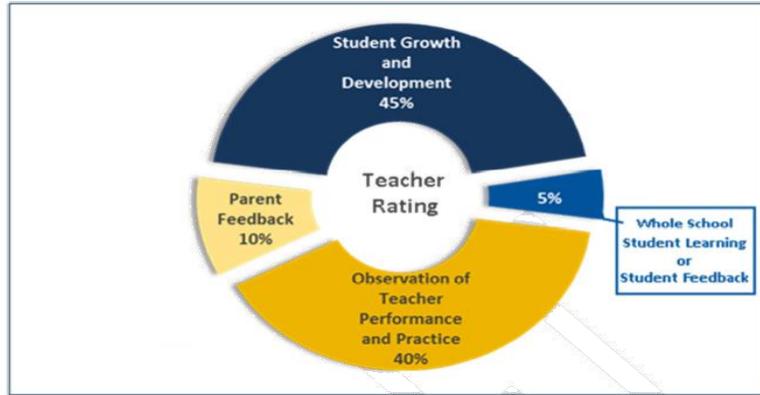
1. In grades PK - 2, the teachers will be surveyed to determine a collective student outcome they wish to improve. This may be related to the achievement of a PBIS student goal.
2. Tolland staff members, using information from the survey, will define and communicate a Whole School Student goal.
3. Teachers will meet individually with their evaluator and develop strategies to contribute to achieving the building student outcome goal.
4. Teachers are individually evaluated for this 5% part of their evaluation based on their achievement of strategies to support this goal. The following rubric will be used for this purpose.

<b>Exemplary 4</b>	<b>Effective 3</b>	<b>Developing 2</b>	<b>Below Standard 1</b>
Exceeded	Met	Partially Met	Did Not Meet

## Summative Teacher Evaluation Scoring

### Summative Scoring

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



Every educator will receive one of four performance ratings:

- Exemplary** – Substantially exceeding indicators of performance. Teachers acquiring this designation are models of practice.
- Effective** – Meeting indicators of performance. Teachers acquiring this designation are excellent teachers.
- Developing** – Meeting some indicators of performance but not others. These teachers are those with targeted professional needs)
- Below standard** – Not meeting indicators of performance. Teachers with this designation are novice teachers or teachers in need of improvement.

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Peer Feedback score
2. Calculate a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-School Student Goal score
3. Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1. Calculate a Teacher Practice rating by combining the observation of teacher performance and practice score and the peer feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and peer feedback counts for 10% of the total rating. These weights are multiplied by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below. For example, if the teacher’s rubric rating is 2.8 and their feedback goal three, they would achieve the following.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Peer Feedback	3	10	30
<b>Total Teacher Practice Related Indicators Points</b>			<b>142</b>

**Rating Table**

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

- Calculate a Student Outcomes rating by combining the student growth and development score and whole-school student goal score.

The student growth and development category counts for 45% of the total rating and the whole-school student goal counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below. In this example, two SMART goals were rated, 3 for one and 4 for the other, for an average of 3.5. The strategy rating for the student feedback was 3.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SMART goals)	3.5	45	158
Whole School Student Feedback Strategies	3	5	15
<b>Total Student Outcomes Related Indicators Points</b>			<b>173</b>

**Rating Table**

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

- Use the Summative Matrix to determine Summative Rating

To determine the summative rating, the following chart is used. For the example provided, the Teacher Practice Related Indicators rating is Effective and the Student Outcomes Related Indicators rating is Effective. The summative rating is therefore Effective. If the two focus areas are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator may want to examine the data and gather additional information.

Summative Rating Matrix		Teacher Practice Related Indicators Rating			
		Exemplary	Effective	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

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

# Summative Evaluation Report

The evaluator completes the Summative Evaluation Report (Appendix D) and the educator is rated as (See Appendix J for method of calculation):

**Exemplary** – Substantially exceeding indicators of performance. Teachers acquiring this designation are models of practice.

**Effective** – Meeting indicators of performance. Teachers acquiring this designation are excellent teachers.

**Developing** – Meeting some indicators of performance but not others. These teachers are those with targeted professional needs)

**Below standard** – Not meeting indicators of performance. Teachers with this designation are novice teachers or teachers in need of improvement.

The Summative Evaluation Report takes into account factors influencing the achievement of goals that are beyond the control of the staff member being evaluated, such as the availability of materials, resources, space and other environmental concerns.

A teacher who receives an “Exemplary” or “Effective” rating proceeds with the regular evaluation/growth cycle. If a teacher’s overall performance is rated as “Below Standard,” the administrator must create an individual teacher Intensive Assistance Plan (IAP). If the teacher is rated “Developing” where one of the Practice or Outcome ratings is “Below Standard,” the administrator must create an “Area for Extensive Growth” plan. If there are two “Developing” ratings (Practice and Outcome), the evaluator may monitor the teacher and choose not to create an Extensive Growth Plan. Plans may be developed in consultation with the teacher and his/her bargaining representative. Improvement and remediation plans must:

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

## Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential “Effective” ratings, one of which must be earned in the fourth year of a novice teacher’s career. A non-tenured teacher who has been rated “Below Standard” will be given up to 45 days to achieve a “Developing” status. A “Below Standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth and the status of “Developing” later in year one and two sequential “Effective” ratings in years three and four. Pending contract stipulations, the Superintendent shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

Novice Teacher – Below Standard or Developing – means to Proficiency:

D D P P or D P P P - Effective

BS - 45days to D - D P P or P P P - Effective

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential “Developing” ratings or one “Below Standard” rating at any time. A tenured teacher may receive an overall rating of “Developing” for only two years. If they have not achieved Proficiency by that time they must be placed on an Extensive Growth Plan. A tenured teacher who has received the status of “Below Standard” will be placed on an Extensive Growth Plan for a maximum of 90 days. If they have not moved to “Developing” at the end of 90 days, they will be put on an Intensive Assistance Plan for a maximum of 45 days. If a dismissal is warranted, notification will be made to the educator in writing by April 1.

Tenured Teacher – Below Standard or Developing – Leading to Growth and Proficiency

D D → Ineffective – Extensive Growth Plan – P

BS → Ineffective - Extensive Growth Plan for 90 days -- D, D P P or P P P

Tenured Teacher – Below Standard or Developing – Leading to Dismissal

D D → Ineffective – Extensive Growth Plan – D

BS – Extensive Growth Plan for 90 days — still BS – Intensive Assistance Plan for 45 days – still BS - Dismissal (April 1)

## Dispute Resolution Process

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

## **Plans for Teachers in Need of Extensive Growth or Intensive Assistance**

### **Extensive Growth Plan\***

(See Appendix E)

When an administrator determines, at any time during an evaluation cycle of a tenured teacher, that a teacher is having notable difficulty demonstrating the knowledge and/or skills described in the job description, skill delineated in the teacher evaluation plan and/or skills on the tenured teacher evaluation rubric, the teacher may be put on an Extensive Growth Plan. The administrator will:

1. meet with the teacher and outline in writing the areas of concern. A teacher may request that there be an evaluation team to assist with the implementation of the supervised growth plan.
2. develop a written growth support plan which will include:
  - a. observable objectives for improvement;
  - b. a plan of action to meet these objectives;
  - c. a plan of action for the administrator to assist the teacher to meet the objectives;
  - d. a reasonable timeline not to exceed ninety (90) days, and
  - e. observable means for verifying achievement of the objectives.
3. require the teacher to participate in conferences and/or observations.

At the completion of the Extensive Growth Support timeline, the administrator will evaluate whether the teacher has successfully met the established objectives. The administrator then has two additional options:

1. Should the administrator decide that sufficient progress has been made toward meeting the established objectives, the teacher will be returned to his/her regular evaluation program cycle as effective.
2. If insufficient progress is made, the teacher will be placed on an Intensive Assistance Plan in an effort to continue providing support to the teacher.

### **Intensive Assistance\***

(See Appendix F)

The Intensive Assistance Plan is intended to provide the necessary help for the tenured teacher to meet the requirements of his/her position. Tenured personnel who exhibit marginal performance in some aspect of the job description, in the teacher evaluation plan, or with a skill identified on the tenured teacher evaluation rubric may be assigned to the Intensive Assistance Program (IAP).

The principal will provide the teacher with the following information, in writing:

1. a statement of the objective(s) to be accomplished with the expected level(s) of performance
2. a statement defining the amount and kind of assistance and the frequency of observations and conferences; a written and oral report of the observation shall be given to the teacher within three days of an observation.
3. a timeline not to exceed forty-five (45) consecutive school days; when the timeline has expired, the principal may assign the teacher to the Extensive Growth phase of the evaluation plan. Continuation of IAP status may result in termination of employment. Personnel assigned to IAP are fully protected by due process rights as provided by Connecticut General Statutes.

The teacher may request an additional certified supervisory staff member from the present Tolland supervisory staff to provide assistance and support, and also provide the principal with data relative to the achievement of specified objectives.

### **Appeals Procedure for Teacher Evaluation Rating\***

1. Purpose  
The purpose of this appeals procedure shall be to find equitable solutions to disagreements between a teacher and administrator with regard to Teacher Evaluation Rating.
2. Time Limits
  - a. Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum. However, the time limits specified may be extended by written agreement of both parties.
  - b. "Days" shall mean school days, except during the summer when days will be week days.
  - c. If a teacher does not initiate the appeals procedure within five (5) days of the disagreement, the teacher shall be considered to have waived his/her right to appeal.
  - d. Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered.

### 3. Steps

- a. Within five (5) days of the initial appeal, the teacher will meet and discuss the matter with the evaluator. The purpose of this meeting is to attempt to resolve the matter informally.
- b. If the disagreement has not been resolved to the satisfaction of both parties, then another conference should be scheduled within five (5) days with the addition of another district administrator and an additional teacher representative whose purpose will be to help clarify areas of difference. They will facilitate dialogue and submit a written statement of the areas of difference to both parties involved within three days. Resolution may be made at this time.
- c. The party wishing to appeal further shall submit a request to the superintendent to review all pertinent materials. The superintendent shall meet with both parties within five (5) days and will render a final decision within (5) days.
- d. Regardless of the level of appeal or decision, the teacher has the right to submit a written rebuttal which will be placed in his or her permanent file.

If an appeal is being made, observations and evaluations by the principal or other administrator may continue.

\*Non-tenured teachers are not eligible for these plans.

## **Evaluation of the Teacher Evaluation Plan**

Additional revisions to the existing plan may be made at the discretion of the School Improvement Committee, with available input from superintendent, administrators, coordinators, department heads, specialists and teachers. The Tolland's Professional Learning and Evaluation Plan shall be reviewed each year and updates sent to the state.

## **Implementation of Plan**

It is the responsibility of the administration to maintain evaluation records, maintain personnel records, and inform each staff member of his or her status.

## **Dissemination of Plan**

At the beginning of the school year, the Professional Learning and Evaluation Plan shall be distributed on-line and/or through the faculty handbooks which may also be digital. A discussion of the plan shall be conducted annually by the building administrator with the staff. The School Improvement Committee will monitor adherence to the plan throughout the school year.

## **Appendices\***

**Appendix A. Team and Individual SLO or SMART Goal Forms**

**Appendix B. Informal Observation**

**Appendix C. Formal Observations**

**Appendix D. Summative Evaluation Reports**

**Appendix E. Extensive Growth Support**

**Appendix F. Intensive Assistance**

**Appendix G. Evaluation of Non-Classroom Certified Staff**

**Appendix H. Teacher Evaluation Rubric**

**Appendix I. Workshop Attendance**

**Appendix J. Calculating Teacher Evaluation Ratings**

**Appendix K. Goal Setting Conference**

**Appendix L. Whole Building Screen of Instructional Practices**

\*Forms serve as examples and are subject to revision and adaptations as necessary.

## **Appendix A. Team and Individual SLO or SMART Goal Forms**

# Goal Form

**Teacher Performance and Practice – 40%:** Considering the *CCT Rubric for Effective Teaching*, what domain/indicator do you intend to focus on this year? How do you plan to address this in coming year? What resources do you intend to access to improve your practice?

**Peer Feedback Goal – 10%:** Our whole school peer feedback goal is: \_\_\_\_\_. What can you specifically do this year to help achieve this goal?

**Whole School Student Goal – 5%:** Our whole school student goal is: \_\_\_\_\_. What specific strategies will you employ to contribute to the improvement in these areas?

**State your SMART Goal – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Data** *(What data are you gathering? What evidence do you have that indicates student success toward goal?)*

**Goal 1**

- A. **Indicators of Success** *(Goal Setting Conference)*
- B. **Baseline Data** *(Goal Setting Conference)*
- C. **Mid-Point Data**
- D. **Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS)*

**Goal 2**

- E. **Indicators of Success** *(Goal Setting Conference)*
- F. **Baseline Data** *(Goal Setting Conference)*
- G. **Mid-Point Data**
- H. **Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS)*

**Goal 3**

- I. **Indicators of Success** *(Goal Setting Conference)*
- J. **Baseline Data** *(Goal Setting Conference)*
- K. **Mid-Point Data**
- L. **Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS)*

**Instructional Strategies/Interventions:**

- What instructional strategies have you utilized?
  
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(What PD, new learning, peer collaboration, etc. took place?)*



## **Appendix B. Informal Observations**

**Tolland Public Schools**  
**Informal Observation/Review of Practice Report**  
(optional)

Time Arrived \_\_\_\_\_  
Time Departed \_\_\_\_\_  
Total: \_\_\_\_\_

Teacher \_\_\_\_\_  
School \_\_\_\_\_  
Grade/Subject \_\_\_\_\_  
Date \_\_\_\_\_  
# of Students \_\_\_\_\_

The intent of this form is to provide a narrative that describes what was taking place in the informal observation/review of practice - the planning, instruction, assessing and adjusting and/or professional responsibilities of the teacher.

---

**SIGNATURES:** The signing of this form indicates only an awareness of its contents.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

## **Appendix C. Formal Observations**

## Pre-Observation Plan for Classroom Teachers

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date of lesson \_\_\_\_\_

**Directions:** This plan should be completed by the teacher and provided to the evaluator at least 24 hours prior to the Pre-Observation Conference and the formal observation. The CSDE does not recommend use of this form for everyday planning purposes.

**Content Standards:** Identify one or two **primary** content standards, including CCSS, which this lesson is designed to help students attain.

**Literacy through the Content Area:** If you will be using any strategies for teaching literacy in the content area, describe your plan.

**Placement of Lesson within Broader Curriculum/Context:** Where does this lesson fall within the sequence of the larger content standards or curriculum? Is it at the beginning, middle or end of a sequence of lessons/or unit leading to attainment of the content standards? How will the outcomes of this lesson and student learning impact subsequent instruction?

**Learner Background:** Describe the students' prior knowledge or skill, and/or their present level related to the learning objective(s) and the content of this lesson (using data from pre-assessment as appropriate).

**Objective(s) for Lesson:** Identify specific and measurable learning objectives/purpose for this lesson.

**Assessment:** How will you ask students to demonstrate mastery of the learning objective(s)? *Attach a copy of any assessment materials you will use, along with assessment criteria.* What data or evidence of student learning will be collected through the assessment? What are your criteria for success? How do you monitor student progress toward achieving the lesson objectives?

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

### **Lesson Development/Instructional Strategies**

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.
- Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.
- How do you know that the strategies/tasks/questions are appropriately challenging for the students?
- How will students be engaged in problem-solving or critical thinking?

**Appropriate Levels of Challenge:** Do you anticipate any student misconceptions, misunderstandings, or challenges? How will you address them?

### **Students Needing Differentiated Instruction:**

*Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.*

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners and English language learners.

### **Which students do you anticipate may struggle with the content/learning objectives of this lesson?**

*List the student initials, evidence that the student needs differentiated instruction, and how you would differentiate to support the student's learning in this lesson.*

### **Which students will need opportunities for enrichment/higher level of challenge?**

*List the student initials, evidence that the student needs differentiated instruction, and how you would differentiate to support the student's learning in this lesson.*

## Post-Observation Reflection

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

**Directions: This reflection may be completed by the teacher and provided to the evaluator prior to or recorded with the evaluator during the Post-Observation Conference.**

1. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?
2. If you made changes or adjustments during your lesson, what were they, and what led you to make them?
3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the Post-Observation Conference.)
4. In our Pre-Observation Conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.
5. What have you learned from this lesson or others that will affect your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?
6. As you reflect on your overall instruction and ability to support student learning, what have you identified as areas for your own professional growth?

*Please bring several student work samples to review with your evaluator in the post-observation conference.*

## **Appendix D. Summative Evaluation Reports**

## Tolland Public Schools Classroom Teacher Summative Evaluation Report

Teacher's Name \_\_\_\_\_

Grade/Subject \_\_\_\_\_

School Year \_\_\_\_\_

The following checklist is the summative assessment of professional performance.

Definitions and Codes:

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

### I. Category #1 Teacher Performance and Practice (40%)

Domain 1. Classroom Environment, Student Engagement and Commitment to Learning	Rating 1-4	Weighting	Weighted Score
1a. Positive learning environment			
1b. Standards of behavior			
1c. Maximizing instruction time			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 2. Planning for Active Learning</b>			
2a. Aligns instructional content with standards, builds on students' prior knowledge and provides for appropriate level of challenge			
2b. Strategies to engage students in the content			
2c. Assessment strategies to monitor progress			
<b>AVERAGE</b>		<b>.25</b>	
<b>Comments: (Optional)</b>			
<b>Domain 3. Instruction for Active Learning</b>			
3a. Implementing instructional content for learning			
3b. Leads student to construct new learning			
3c. Assessing student learning, providing feedback to students, and adjusting instruction			
<b>AVERAGE</b>		<b>.40</b>	
<b>Comments: (Optional)</b>			
<b>Domain 4. Professional Responsibilities and Teacher Leadership</b>			
4a. Engaging in continuous professional learning			
4b. Collaboration to develop and sustain a professional learning environment			
4c. Working with colleagues, students and families			
<b>AVERAGE</b>		<b>.15</b>	
<b>Comments: (Optional)</b>			
<b>Overall Rating</b>			

Rating \_\_\_\_\_

Comments:

### II. Category #2 Peer Feedback (10%)

Check appropriate box:

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Rating \_\_\_\_\_

Comments:

## Practice Rating

Category I. Rating = \_\_\_\_\_ x 40 = \_\_\_\_\_

Category II. Rating = \_\_\_\_\_ x 10 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

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

### III. Category #3 Student/Educator Growth and Development (45%)

SMART Goal 1 - \_\_\_\_\_

Indicator Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Comments:

SMART Goal 2 - \_\_\_\_\_

Indicator 1 Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Average Rating \_\_\_\_\_

Comments:

### IV. Category #4 Whole School Student Goal (5%)

Goal Rating \_\_\_\_\_

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Comments:

## Outcome Rating

Category III. Rating = \_\_\_\_\_ x 45 = \_\_\_\_\_

Category IV. Rating = \_\_\_\_\_ x 5 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

Student Outcome Indicator Points	Student Outcome Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

Summative Rating Matrix		Teacher Practice Related Indicators Rating			
		Exemplary	Effective	Developing	Below Standard
Student Outcomes Related Indicators	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

## Overall Rating

\_\_\_\_\_

Comments:

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## Tolland Public Schools Specialists Summative Evaluation Report

Teacher's Name \_\_\_\_\_

Grade/Subject \_\_\_\_\_

School Year \_\_\_\_\_

The following checklist is the summative assessment of professional performance.

Definitions and Codes:

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

### I. Category #1 Specialist Performance and Practice (40%)

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning	Rating 1-4	Weighting	Weighted Score
2a. Promoting a positive climate that is responsive, respectful and equitable			
2b. Promoting student engagement and shared responsibility for learning			
2c. Promoting appropriate standards of behavior			
2d. Promoting efficient routines and transitions to maximize service delivery			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 3. Planning for Active Learning</b>			
3a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge			
3b. Planning assessment and prevention/intervention strategies to actively engage student(s)			
3c. Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 4. Instruction for Active Learning</b>			
4a. Delivery of services			
4b. Leading students to construct new learning through use of prevention/intervention strategies			
4c. Monitoring student learning, providing feedback to students and adjusting service delivery			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 5. Assessment for Learning</b>			
5a. Formative and summative assessment for learning			
5b. Assessment criteria and feedback to improve student performance and responsibility for learning			
5c. Comprehensive data analysis, interpretation and communication			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 6. Professional Responsibilities and Teacher Leadership</b>			
6a. Engaging in continuous professional growth to impact services and student progress			
6b. Collaborating to develop and sustain a professional learning environment to support services and student progress			
6c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning			
6d. Conducting oneself as a professional			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Overall Rating</b>			

Rating \_\_\_\_\_

Comments:

**II. Category #2 Peer Feedback (10%)**

Check appropriate box:

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Rating \_\_\_\_\_

Comments:

**Practice Rating**

Category I. Rating = \_\_\_\_\_ x 40 = \_\_\_\_\_

Category II. Rating = \_\_\_\_\_ x 10 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

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

**III. Category #3 Student/Educator Growth and Development (45%)**

SMART Goal 1 - \_\_\_\_\_

Indicator Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Comments:

SMART Goal 2 - \_\_\_\_\_

Indicator 1 Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Average Rating \_\_\_\_\_

Comments:

#### IV. Category #4 Stakeholder Goal Strategies

Goal Rating \_\_\_\_\_

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Comments:

**Outcome Rating**

Category III. Rating = \_\_\_\_\_ x 45 = \_\_\_\_\_

Category IV. Rating = \_\_\_\_\_ x 5 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

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

Summative Rating Matrix		Teacher Practice Related Indicators Rating				
<b>Student Outcomes Related Indicators</b>		Exemplary	Effective	Developing	Below Standard	
		Exemplary	Effective	Effective	Developing	
		Effective	Effective	Effective	Developing	Developing
		Developing	Effective	Developing	Developing	Below Standard
		Below Standard	Developing	Developing	Below Standard	Below Standard

**Overall Rating**

\_\_\_\_\_

Comments:

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix E. Extensive Growth Support**

**Extensive Growth Support Plan/Goal Worksheet**

**Extensive Growth Support Action Plan**

**Extensive Growth Support Status Report**

**Extensive Growth Support Summative Evaluation**

**Tolland Public Schools**  
**Extensive Growth Support Plan/Goal Worksheet**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The following are a list of goal(s) that are to be accomplished:**

The administrator and teacher will:

1. meet and outline in writing, the areas of concern. A teacher may request that his/her evaluation team assist with the implementation of the supervised Growth Support Plan.
2. develop a written support plan which will include:
  - a. observable objectives for improvement;
  - b. a plan of action to meet these objectives;
  - c. a plan of action for the administrator to assist the teacher to meet the objectives;
  - d. a reasonable timeline, and
  - e. observable means for verifying achievement of the objectives.
3. be required to participate in conferences and observations.

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Extensive Growth Support Action Plan**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

**Actions to be Taken:**

**Meeting Dates:**

**Indicators of Success:**

**Resources in Place:**

**Resources/Professional Development Needed:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Extensive Growth Support Status Report**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's Comments:**

---

**Evaluator's comments on progress towards goal(s):**

---

**Evaluator's current recommendations:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Extensive Growth Support Summative Evaluation**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

---

**Summative Evaluation of Action Plan:**

---

**Evaluator's Comments:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Signature:** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Receipt of Notice:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Evaluatee's Signature)

## **Appendix F. Intensive Assistance**

**Intensive Assistance Plan/Goal Worksheet**  
**Intensive Assistance Action Plan**  
**Intensive Assistance Status Report**  
**Intensive Assistance Summative Evaluation**

**Tolland Public Schools  
Intensive Assistance Plan/Goal Worksheet**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The following are a list of goal(s) that are to be accomplished:**

The teacher with administrative assistance will:

1. meet and outline in writing, the areas of concern. A teacher may request that his/her evaluation team assist with the implementation of the supervised Intensive Assistance Plan.
2. develop a written support plan which will include:
  - a. observable objectives for improvement;
  - b. a plan of action to meet these objectives;
  - c. a plan of action for the administrator to assist the teacher to meet the objectives;
  - d. a reasonable timeline, and
  - e. observable means for verifying achievement of the objectives.
3. be required to participate in conferences and observations.

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Intensive Assistance Action Plan**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

**Actions to be Taken:**

**Meeting Dates:**

**Indicators of Success:**

**Resources in Place:**

**Resources/Professional Development Needed:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Intensive Assistance Status Report**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's Comments:**

---

**Evaluator's comments on progress towards goal(s):**

---

**Evaluator's current recommendations:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Intensive Assistance Summative Evaluation**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

---

**Summative Evaluation of Action Plan:**

---

**Evaluator's Comments:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Signature:** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Receipt of Notice:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Evaluatee's Signature)

## **Appendix G. Evaluation of Specialists Staff**

## **Tolland Public Schools**

### **School Counselor Possible Areas for Observation**

#### **Counseling**

- Assisting students in developing decision-making skills
- Demonstrating knowledge of family development
- Employing knowledge of career development
- Making appropriate student referrals
- Demonstrating the ability to provide individual counseling and/or group counseling to target populations
- Demonstrating ability to initiate counseling relationships with students
- Displaying respect for the rights and unique characteristics of students
- Counseling students in their adjustment to a new school
- Creating a counseling environment which fosters feelings of acceptance and empathy
- Demonstrating sensitivity to multicultural issues in counseling
- Assisting with the transition from school to school
- Providing interventions and support in crisis situations
- Assisting student in making schedule adjustments
- Providing information and guidance in selecting post-secondary options

#### **Individual Planning**

- Providing a systematic approach to individual planning using academic, career, and personal information

#### **Consulting**

- Providing counseling perspective and relevant information to other school departments
- Assisting instructional personnel in relating subject matter to career development
- Sharing information relative to post secondary planning
- Participating in the Special Education and Section 504 process as required
- Sharing background information pertinent to student performance with appropriate parties
- Providing counseling perspective in the development of school initiatives
- Employing mediation skills with the school population
- Contributing expertise to the development and implementation of district wide policies and procedures
- Planning and delivering parent programs
- Interpreting test scores and career inventory information to target populations
- Sharing information on school choice options
- Sharing general information related to family development
- Providing information on the selection of post-secondary education and training

#### **Coordinating**

- Coordinating or assisting in the coordination of the services and activities of the school counseling program
- Coordinating or assisting in the coordination of community resources related to the services and activities of the school counseling program
- Developing cooperative working relationships between the school and community agencies and businesses
- Coordinating or assisting in the coordination of school resources to ensure the provision of school counseling information to target populations
- Initiating communication between the school counseling department and home
- Facilitating the provision of career and vocational information to all students
- Collaborating with members of the instructional staff to maximize the academic experience for students
- Serving as a liaison among students, parents, teachers and support personnel
- Coordinating or assisting in the coordination of programs for student and parents for the transition from school to school

### **Managing Curriculum**

- ❑ Demonstrating knowledge of the school counseling topics presented
- ❑ Assisting in the development, evaluation and revision of the school counseling curriculum
- ❑ Addresses the goals and objectives in units of instruction
- ❑ Employing a variety of teaching strategies when delivering curriculum
- ❑ Promoting a positive learning environment
- ❑ Facilitating the instructional process by using school and community resources
- ❑ Collaborating with classroom teacher in delivery of the school counseling curriculum

### **Professional Responsibility**

- ❑ Working collaboratively with school administrators and colleagues
- ❑ Working with administrators and colleagues to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed
- ❑ Demonstrating responsibility for self-growth, professional improvements, ongoing self-evaluation
- ❑ Serving as a leader in the school community
- ❑ Contributing constructively to committees, faculty meetings, and other school system groups
- ❑ Keeping necessary records and making needed reports for the benefit of students

**Tolland Public Schools  
Formal Observation Conference Form  
Pre-Observation School Counselors**

Counselor:

School:

Observation Date:

Time:

1. What is the major focus of the session (refer to formal observation form)?
  
  
  
  
  
  
  
  
  
  
2. How does this activity fit into the developmental counseling program (refer to formal observation form)?
  
  
  
  
  
  
  
  
  
  
3. What do I expect to take place and what is the expected outcome of the session?
  
  
  
  
  
  
  
  
  
  
4. How will I assess the outcome?

Optional:

Is there anything the evaluator needs to know about the session?

How can my evaluator assist me?







## **Tolland Public Schools**

### **School Psychologists Possible Areas for Observation**

#### **Consultation**

- ❑ Collaborating with teachers, parents, and administrators to find effective solutions to learning and behavior problems
- ❑ Helping others understand child development and how it affects learning and behavior
- ❑ Strengthening working relationships among students, teachers, parents, and service providers in the community
- ❑ Interfacing with teachers, administration, and support service personnel through the Student Assistance Team
- ❑ Collaborating with administration regarding Planning and Placement Team (PPT) procedures and process
- ❑ Providing relevant literature to parents regarding child development and learning

#### **Coordination**

- ❑ Assisting in integrating information from the various specialties in order to develop an appropriate Individualized Education Plan (IEP) for each student during the PPT process
- ❑ Serving as PPT chair, as needed
- ❑ Using evidence-based research to develop and/or recommend effective interventions
- ❑ Providing in-service to school personnel regarding current topics in special education and Section 504

#### **Assessment**

- ❑ Reporting assessment results, orally and in writing, in a manner that promotes appropriate understanding and use, and maintains confidentiality requirements
- ❑ Assisting the team in determining special education and Section 504 eligibility
- ❑ Developing functional behavioral assessments to create behavior intervention plans
- ❑ Evaluating social, emotional, and behavioral development for Student Assistance Team, outside agencies, or physicians, as requested

#### **Intervention**

- ❑ Choosing goals and objectives that are educationally relevant, and developmentally appropriate
- ❑ Selecting appropriate strategies, techniques, and materials to support goals and objectives
- ❑ Providing mandated counseling to help resolve interpersonal or family problems that interfere with school performance
- ❑ Working directly with children and families to help resolve problems in adjustment and learning
- ❑ Providing training in social skills and anger management
- ❑ Developing, implements, and monitors behavior intervention plans
- ❑ Providing counseling for problems for non-identified students as requested
- ❑ Making appropriate referrals to other professionals/agencies for evaluation and services, and ensures follow-up

#### **Professional Responsibility**

- ❑ Working collaboratively with school administrators and colleagues
- ❑ Working with administrators and colleagues to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed
- ❑ Demonstrating responsibility for self-growth, professional improvements, ongoing self-evaluation
- ❑ Serving as a leader in the school community
- ❑ Contributing constructively to committees, faculty meetings, and other school system groups
- ❑ Keeping necessary records and makes needed reports for the benefit of students



**Tolland Public Schools  
Formal Observation Conference Form  
Post-Observation School Psychologists**

School Psychologist:

School Year:

School/Assignment:

Administrator:

Observation Date:

Directions: This form should be completed by the school psychologist and shared with the evaluator at the post-observation conference.

1. What went well? How do you know?
  
  
  
  
  
  
  
  
  
  
2. Did your participants achieve the outcomes you had planned? What evidence supports that they did?
  
  
  
  
  
  
  
  
  
  
3. Did anything occur during this observation that was not anticipated? How did it affect the planned outcome?
  
  
  
  
  
  
  
  
  
  
4. What, if anything, would you do differently? Why?
  
  
  
  
  
  
  
  
  
  
5. What did you learn from this experience that you can use in future experiences?

**Tolland Public Schools**  
**Curriculum Coordinator Possible Areas for Observation**

**I. Supervision**

- Working with all appropriate staff members on a timely basis to organize and direct a challenging program.

**II. Evaluation**

- Using data to evaluate programs and recommend changes
- Preparing reports on the status of programs.

**III. Inservice**

- Contributing to staff development by providing ongoing support to increase teacher competency.

**IV. Materials**

- Keeping up-to-date on materials and techniques
- Advising appropriate personnel on the selection materials.

**V. Instruction**

- Providing instructional support by modeling, providing workshops, and by supporting the use of methods and materials appropriate for program implementation.
- Serving as a resource and working with committees in developing, planning, revising, and evaluating curriculum and program.

**VI. Budget**

- Assisting in the budget process by providing appropriate purchase order information, and helping makes decisions about the best use of funds.
- Assisting with materials distribution and making sure that these materials are available.

**VII. Communications**

- Communicating with and serving as a resource for parents and the community through a variety of means.
- Meeting regularly with other coordinators and the Curriculum Director and maintaining liaisons with team leaders, grade level leaders, department chairs, building principals, and teachers.

### **VIII. Reflection and Continuous Learning**

- Seeking opportunities to grow professionally by drawing upon professional colleagues in other professional arenas to support reflection, to share experiences and to seek and provide feedback.
- Seeking opportunities to grow professionally by enriching his/her knowledge base about content, learners, pedagogy, technology, and the U.S. public school system through examination of the professional literature, participation in professional organizations and professional development seminars and graduate level coursework.

### **IX. Professional and Ethical Practice**

- Monitoring conduct to be professionally appropriate by abiding by a professional code of ethics and rules of conduct that govern sound educational practice; e.g. confidentiality, attendance.

## **Appendix H. Teacher Evaluation Rubrics**



# Common Core of Teaching (CCT) Rubric for Effective Teaching

## Key Instructional Competencies and Organization of the Rubric:

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

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

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

Connecticut Common Core of Teaching (CCT)		CCT Rubric for Effective Teaching		Observed
<b>Domain 1</b>	* <b>Content and Essential Skills</b> , which includes the <b>Common Core State Standards</b> <sup>1</sup> and Connecticut Content Standards, must be demonstrated at the pre-service level, as a prerequisite to certification.	<b>*Demonstration at the pre-service level as a pre-requisite to certification and embedded within the rubric.</b>		
<b>Domain 2</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<b>Domain 1</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<i>In-class observation</i>
<b>Domain 3</b>	<b>Planning for Active Learning</b>	<b>Domain 2</b>	<b>Planning for Active Learning</b>	<i>Non-classroom observations/reviews of practice.</i>
<b>Domain 4</b>	<b>Instruction for Active Learning</b>	<b>Domain 3</b>	<b>Instruction for Active Learning</b>	<i>In-class observation</i>
<b>Domain 5</b>	* <b>Assessment for Learning</b>	<b>*Now integrated throughout the other domains</b>		
<b>Domain 6</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<b>Domain 4</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<i>Non-classroom observations/reviews of practice.</i>

<sup>1</sup>Text in RED throughout the document reflects **COMMON CORE STATE STANDARDS**

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs<sup>2</sup> of all students.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Rapport and positive social interactions</li> </ul>	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<ul style="list-style-type: none"> <li>Respect for student diversity<sup>3</sup></li> </ul>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<ul style="list-style-type: none"> <li>Environment supportive of intellectual risk-taking</li> </ul>	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<ul style="list-style-type: none"> <li>High expectations for student learning</li> </ul>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

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

<sup>3</sup>**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Communicating, reinforcing, and maintaining appropriate standards of behavior</li> </ul>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	<p>Student behavior is completely appropriate.</p> <p><b>OR</b></p> <p>Teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
<ul style="list-style-type: none"> <li>Promoting social competence<sup>4</sup> and responsible behavior</li> </ul>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	<p>Students take an active role in maintaining high standards of behaviors.</p> <p><b>OR</b></p> <p>Students are encouraged to independently use proactive strategies<sup>5</sup> and social skills and take responsibility for their actions.</p>

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

<sup>5</sup>**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1c. Maximizing instructional time by effectively managing routines and transitions.<sup>6</sup></b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Routines and transitions appropriate to needs of students</li> </ul>	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	<ul style="list-style-type: none"> <li>Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.</li> </ul>

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

## 2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>7</sup> for all students. Attributes</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<ul style="list-style-type: none"> <li>Content of lesson plan<sup>8</sup> is aligned with standards</li> </ul>	Plans content that is misaligned with or does not address the <b>Common Core State Standards and/or other appropriate Connecticut content standards<sup>9</sup></b> .	Plans content that partially addresses <b>Common Core State Standards and/or other appropriate Connecticut content standards</b> .	Plans content that directly addresses <b>Common Core State Standards and/or other appropriate Connecticut content standards</b> .	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<ul style="list-style-type: none"> <li>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</li> </ul>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an <b>appropriate level of challenge</b>	Aligns content of the lesson plan within the sequence of lessons and supports an <b>appropriate level of challenge</b> .	Plans to challenges students to extend their learning to make interdisciplinary connections.
<ul style="list-style-type: none"> <li>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</li> </ul>	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
<ul style="list-style-type: none"> <li>Literacy strategies<sup>10</sup></li> </ul>	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	<b>Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.</b>	<b>Plans instruction that integrates literacy strategies and academic vocabulary.</b>	Designs opportunities to allow students to independently select <b>literacy strategies that support their learning for the task.</b>

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

<sup>8</sup>**Lesson Plan** – a purposeful planned learning experience.

<sup>9</sup>**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

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

## 2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2b. Planning instruction to cognitively engage students in the content.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions cognitively engage students</li> </ul>	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional <b>strategies, tasks and questions</b> that provide some opportunities for students' cognitive engagement.	Plans instructional <b>strategies, tasks and questions</b> that promote student cognitive engagement <b>through problem-solving, critical or creative thinking, discourse<sup>11</sup> or inquiry-based learning<sup>12</sup> and application to other situations.</b>	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<ul style="list-style-type: none"> <li>Instructional resources<sup>13</sup>, and flexible groupings<sup>14</sup> support cognitive engagement and new learning</li> </ul>	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally <b>engage students cognitively and minimally support new learning.</b>	Selects or designs resources and/or flexible groupings that cognitively engage students in <b>real world, global and/or career connections</b> that support new learning.	Selects or designs resources for <b>interdisciplinary connections that cognitively engage students and extend new learning.</b>

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

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

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

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

## 2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2c. Selecting appropriate assessment strategies<sup>15</sup> to monitor student progress.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	Does not plan criteria for student success and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes <b>OR</b> strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

<sup>15</sup>Assessment strategies are used to evaluate student learning during and after instruction.

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

### 3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3a. Implementing instructional content<sup>16</sup> for learning.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Instructional purpose</li> </ul>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with <b>Common Core State Standards and/or other appropriate Connecticut content standards.</b>	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<ul style="list-style-type: none"> <li>Content accuracy</li> </ul>	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	Invites students to explain the content to their classmates.
<ul style="list-style-type: none"> <li>Content progression and level of challenge</li> </ul>	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
<ul style="list-style-type: none"> <li><b>Literacy Strategies<sup>17</sup></b></li> </ul>	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

<sup>16</sup>**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

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

### 3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</b> <b>Attributes</b>				<i>In addition to characteristics of Effective including one or more of the following:</i>
<ul style="list-style-type: none"> <li>Strategies, tasks and questions</li> </ul>	Includes tasks that do not lead students to construct new and meaningful learning and <b>that focus primarily on low cognitive demand or recall of information.</b>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <b>low cognitive demand and/or recall of information</b> with some opportunities for <b>problem- solving, critical thinking and/or purposeful discourse or inquiry.</b>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <b>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</b> At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to <b>work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.</b>
Instructional resources <sup>18</sup> and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of <b>new learning to make interdisciplinary, real world, career or global connections.</b>	<b>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</b>
<ul style="list-style-type: none"> <li>Student responsibility and independence</li> </ul>	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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

### 3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3c. Assessing student learning, providing feedback to students and adjusting instruction.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
<ul style="list-style-type: none"> <li>Feedback<sup>19</sup> to students</li> </ul>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<ul style="list-style-type: none"> <li>Instructional adjustment<sup>20</sup></li> </ul>	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work.

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

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

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4a. Engaging in continuous professional learning to impact instruction and student learning.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Teacher self-evaluation and reflection and impact on student learning</li> </ul>	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
<ul style="list-style-type: none"> <li>Response to feedback</li> </ul>	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
<ul style="list-style-type: none"> <li>Professional learning</li> </ul>	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</b>				<i>In addition to characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> </ul>	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
<ul style="list-style-type: none"> <li>• Contribution to professional learning environment</li> </ul>	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
<ul style="list-style-type: none"> <li>• Ethical use of technology</li> </ul>	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</b>				<i>In addition to characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Positive school climate</li> </ul>	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
<ul style="list-style-type: none"> <li>Family and community engagement</li> </ul>	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
<ul style="list-style-type: none"> <li>Culturally responsive<sup>21</sup> communications</li> </ul>	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with families and the community.

<sup>21</sup>**Culturally responsive** – using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

# Training and Proficiency

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

## Calibration

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

## Observation Process

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

The following is the protocol for conducting a formal in-class observation that requires a pre and post conference:

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



## CONNECTICUT STATE DEPARTMENT OF EDUCATION

### **Common Core of Teaching (CCT) Rubric for Student and Educator Support Specialists (SESS)**



**The Common Core of Teaching (CCT) Instrument** will be used to evaluate Student and Educator Support Specialists' (SESS) performance and practice as required in the Connecticut Guidelines for Educator Evaluation and the System for Educator Evaluation and Development (SEED). The CCT Instrument will be used to determine 40% of an educator's summative rating.

This version of the CCT Rubric was adapted for use with Student and Educator Support Specialists (SESS). Student and Educator Support Specialists are those individuals who by the nature of their job descriptions do not have traditional classrooms, but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. Some disciplines that fall into this category such as library media specialists or curriculum consultants may find the original rubric most appropriate, while others such as school psychologists, school counselors, speech pathologists and social workers may find this adapted version more suitable. For additional information on evaluation of SESS, guidance documents are available to assist SESS and their evaluators in determining how to customize the SEED evaluation process to best reflect and measure their performance given their unique roles and responsibilities.

## CCT DOMAIN 2: Student Educator Support Specialists: Environment, Student Engagement and Commitment to Learning

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.a. Promoting a positive climate that is responsive, respectful, and equitable</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Rapport and positive interactions</li> <li>• Respectful of student(s), staff and families' diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Limited evidence of rapport with student(s), staff and families</li> <li>• Demonstrating some disrespectful interactions with student(s), staff and families or lack of sensitivity to diversity of student(s), staff and families</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing rapport and positive interaction with some, but not all students, staff and families</li> <li>• Demonstrating respectful interactions with student(s), staff and families, but does not reinforce respect for diversity among students, staff and families</li> </ul>	<ul style="list-style-type: none"> <li>• Building positive rapport and trusting, supportive relationships with student(s), staff and families</li> <li>• Interacting with student(s), staff and families respectfully and creating a climate that is sensitive to cultural, developmental and learning differences</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Involving student(s), staff and families in promoting a respectful learning environment</li> <li>• Celebrating student(s)', staff and family differences and diversity and promoting expectations that they are respectful of one another</li> </ul>

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.b. Promoting student engagement and shared responsibility for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Student engagement/re-engagement</li> <li>• Shared responsibility for positive student interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are consistently not engaged and few attempts are made to re-engage them</li> <li>• Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating developing strategies to engage and re-engage student(s)</li> <li>• Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating effective strategies to engage and re-engage student(s)</li> <li>• Creating a safe learning environment in which student(s) are willing to take intellectual risks, interact positively with each other and share responsibility for learning</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Student(s) contribute to a positive learning environment and independently interact with one another</li> </ul>

## CCT DOMAIN 2: Student and Educator Support Specialists: Environment, Student Engagement and Commitment to Learning

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.c. Promoting appropriate standards of behavior</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Communicates and reinforces appropriate standards of behavior</li> <li>Promotes social competence and responsible behavior</li> </ul>	<ul style="list-style-type: none"> <li>Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning</li> <li>Providing ineffective opportunities for student(s) to develop social skills and responsible behavior</li> </ul>	<ul style="list-style-type: none"> <li>Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning</li> <li>Promoting social competence with some effectiveness in building student's capacity to self-regulate and take responsibility for their actions</li> </ul>	<ul style="list-style-type: none"> <li>Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning</li> <li>Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Student(s) independently use proactive strategies and social skills and take responsibility for their actions</li> </ul>

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.d. Promoting efficient routines and transitions to maximize service delivery</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students</li> </ul>	<ul style="list-style-type: none"> <li>Loss of significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials</li> </ul>	<ul style="list-style-type: none"> <li>Maximizing service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Students independently facilitate and engage in routines and transitions</li> </ul>

### CCT DOMAIN 3: Student and Educator Support Specialists: Planning for Active Learning

Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>3.a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Service delivery is aligned with coherent progression</li> <li>• Service delivery is aligned with present level of knowledge and skill</li> <li>• Differentiation based on student's learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning service delivery content that lacks alignment with performances or developmental expectations or standards</li> <li>• Use of student data is insufficient to identify prior knowledge to plan service delivery or differentiate for student(s)' needs</li> <li>• Planning service delivery that is often at an inappropriate level of challenge for student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Planning service delivery that is aligned with student need, but sometimes lacks coherent sequencing or connections to developmental expectations or standards</li> <li>• Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning</li> <li>• Planning intervention that is at an appropriate level of challenge and depth based on student(s)' prior developmental expectation or standards</li> </ul>	<ul style="list-style-type: none"> <li>• Planning service delivery that has a coherent progression and alignment with student developmental expectations or standards, connecting and integrating performance and participation</li> <li>• Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning</li> <li>• Planning service delivery that is at an appropriate level of challenge, depth, and relevant to student(s)' developmental expectations or standards</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance</li> <li>• Engaging students in identifying their own learning needs and advocating for supports</li> </ul>
INDICATORS	Below Standard	Developing	Effective	Exemplary

<p><b>3.b. Planning assessment and prevention/intervention strategies to actively engage student(s)</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Prevention/intervention strategies, tasks and questions</li> <li>• Resources, technology and flexible groupings</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and designing strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking</li> <li>• Selecting or designing resources, technology and groupings that insufficiently support the needs of students</li> <li>• Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge</li> <li>• Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes</li> <li>• Resources, technology and flexible groupings are used to enable access and attainment of student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and designing instructional strategies, tasks and questions that build to higher order, knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge</li> <li>• Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom</li> <li>• Resources, technology and flexible groupings are used to enable access and learning outcomes in and out of the setting</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Selecting and designing resources that extend learning opportunities beyond the classroom or school and provides for opportunities for interdisciplinary, real world, career or global connections</li> </ul>
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### CCT DOMAIN 3: Student and Educator Support Specialists: Planning for Active Learning

Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>3.c. Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Formative assessment strategies aligned to developmental expectations or standards to monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing assessment strategies that insufficiently measure progress towards or attainment of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing assessments strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and designing performance assessments that enable student(s) to generalize learning to new contexts</li> </ul>

## CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>4.a. Delivery of services</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>• Service delivery is aligned with developmental expectations or standards</li> <li>• Prevention/intervention activities are aligned with instructional objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional objectives</li> <li>• Implementing prevention/intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills, or concepts</li> <li>• Implementing prevention/intervention that is routinely at an inappropriate level of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing developmental expectations or standards which sometimes lacks clarity or connection with the broader instructional objectives</li> <li>• Implementing prevention/intervention instructional content that is aligned with instructional objective, but lacks a coherent progression of knowledge, skills or concepts</li> <li>• Implementing prevention/intervention aligned with student developmental expectations or standards, but at an inappropriate level of challenge and depth for some student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Providing the developmental expectations or standards clearly within the broader learning context/curriculum</li> <li>• Implementing prevention/intervention instructional content that has a coherent progression aligned with the developmental expectations or standards</li> <li>• Implementing prevention/intervention at an appropriate level of challenge, depth and relevant to student(s) developmental expectations and standards and assists student(s) with accessing or understanding the content</li> </ul>	<p><i>In addition to characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Student(s) can explain how the learning is situated within a broader learning context/curriculum</li> </ul>

## CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>4.b. Leading students to construct new learning through use of prevention/intervention strategies</b></p> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>• Strategies, tasks, questions, discourse and inquiry</li> <li>• Resources, technology and groupings</li> <li>• Level of challenge</li> <li>• Varying service provider and student roles</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information</li> <li>• Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions</li> <li>• Using an inappropriate balance of support and challenge</li> <li>• Varying of student and service provider roles provides some opportunities for students to work together</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills</li> <li>• Using resources, technology and groupings that support student collaboration and engagement with tasks and questions</li> <li>• Using a balance of support and challenge to help some students advance their learning</li> <li>• Varying the student and service provider roles allows for opportunities for students to work together to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies</li> <li>• Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways</li> <li>• Using a balance of support and challenge to help students advance their learning</li> <li>• Varying the student and service provider roles provides multiple ways for students to direct their learning, solve problems and build independence</li> </ul>	<p><i>In addition to characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence</li> <li>• Promoting student ownership, self-direction and choice while achieving the lesson purpose</li> <li>• Promoting opportunities for interdisciplinary, real world, career or global connections</li> </ul>

## CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>4.c. Monitoring student learning, providing feedback to students and adjusting service delivery</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Monitoring student understanding during service delivery</li> <li>Feedback to students</li> <li>Adjustment of service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring is not evident</li> <li>Providing feedback that may be limited, frequently does not help students improve skills, lacks specificity or is inaccurate</li> <li>Adjusting service delivery that is frequently not based on effective monitoring of students' improvement of skills</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete</li> <li>Providing feedback that may lack specificity but is accurate and helps some students improve their skills</li> <li>Adjusting service delivery during and between lessons that focuses primarily on providing more time or re-teaching of content or process</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective</li> <li>Providing feedback that is accurate, specific and helps students advance their skills</li> <li>Adjusting service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs</li> </ul>	<p><i>In addition to characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Student(s) independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning</li> <li>Feedback challenges students to extend their learning and thinking</li> </ul>

## CCT DOMAIN 5: Student and Educator Support Specialists: Assessment for Service Delivery

Service Providers use multiple measures and strategies to analyze student performance and to inform subsequent planning and intervention by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>5.a. Formative and summative assessment for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Formative and summative assessment strategies aligned with developmental expectations and standards</li> <li>Connections between assessment results and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards</li> <li>Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessment strategies to measure student(s)' skills and concepts or developmental expectations or standards</li> <li>Beginning to make connections between assessment results to inform planning and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards</li> <li>Making connections between assessment results to inform planning and service delivery</li> </ul>	<p><i>In addition to characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Modifying assessments to meet the needs of students and value the diversity of ways in which they learn</li> </ul>
INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Student use of assessment criteria</li> <li>Summative or cumulative feedback for learning</li> </ul>	<ul style="list-style-type: none"> <li>Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to student(s)</li> <li>Providing insufficient opportunity for student(s) to use assessment criteria for self-assessment or to take responsibility for learning</li> <li>Providing feedback on summative or cumulative progress that is not individualized or descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using prevention/intervention and behavioral assessment criteria that are generally clear and descriptive, aligned with outcomes but may not be consistently communicated or discussed with student(s) prior to assignments/assessments</li> <li>Providing some opportunities for student(s) to use assessment criteria for self and peers and to assume responsibility for own learning</li> <li>Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance toward intervention goals</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes and communicated and discussed with student(s) prior to assignments or assessments</li> <li>Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning</li> <li>Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards intervention</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Involving student(s) in developing assessment criteria</li> <li>Student(s) provide rationale for self-assessment results</li> <li>Students analyze their own results and progress toward achieving learning goals</li> </ul>

**CCT DOMAIN 5: Student and Educator Support Specialists: Assessment for Service Delivery**

Service Providers use multiple measures and strategies to analyze student performance and to inform subsequent planning and intervention by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>5.c. Comprehensive data analysis, interpretation and communication</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Comprehensive data to understand student achievement at a particular point in time and over time</li> <li>• Collaborate, analyze, interpret and communicate data/results</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficiently collecting student prevention/intervention or behavioral data/results to develop an understanding of students' progress</li> <li>• Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting some student prevention/intervention behavioral, social emotional or other data/results to develop an understanding of students' progress</li> <li>• Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction predominantly through organized structures or processes and not as needs arise</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting comprehensive student prevention/intervention, behavioral, social emotional or other data/results to develop an understanding of students' progress</li> <li>• Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction</li> </ul>	<p>NOTE: no exemplary performance descriptor is provided for this indicator</p>

## CCT DOMAIN 6: Student and Educator Support Specialists: Professional Responsibility and Leadership

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>6.a. Engaging in continuous professional growth to impact services and student progress</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Reflection and self-evaluation to analyze practice and impact on student learning</li> <li>• Response to feedback</li> <li>• Learning opportunities to enhance skills and student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning</li> <li>• Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice</li> <li>• Participating in required professional learning that is limited to attendance at required sessions or opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on and self-evaluating practice and student learning but lacks depth of analysis</li> <li>• Responding constructively to supervisor or peer feedback and recommendations for professional growth</li> <li>• Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning</li> <li>• Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration</li> <li>• Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs</li> </ul>
INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Contributing to school improvement processes</li> <li>• Collaboration with colleagues and administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Participating with colleagues and stakeholders but minimally collaborates or contributes to developing the school improvement initiatives</li> <li>• Collaborating with colleagues and stakeholders in limited ways or when required to plan and engage in professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Participating on school or district committees and activities as required and beginning to engage in implementation of the school improvement initiatives</li> <li>• Collaborating with colleagues and administrators to engage in professional learning that is team-based, job embedded, sustained over time and aligned with CCSS and/or appropriate standards</li> </ul>	<ul style="list-style-type: none"> <li>• Participating proactively with colleagues, stakeholders and administrators to develop school or district improvement planning, implementation, analysis and adjustment</li> <li>• Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate standards</li> </ul>	<p><i>In addition to characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Leading and facilitating colleagues in efforts to develop school and district improvement efforts</li> <li>• Facilitating or coaching others in professional learning to improve practice and provide constructive feedback</li> </ul>

**CCT DOMAIN 6: Student and Educator Support Specialists: Professional Responsibility and Leadership**

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>6.c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Collaborating with colleagues, stakeholders and families to sustain positive school climate</li> <li>• Communicating with families</li> <li>• Culturally respectful communication with families and students</li> </ul>	<p>Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity</p> <ul style="list-style-type: none"> <li>• Communicating with families about student progress is primarily through required reports and conferences</li> <li>• Communicating with student(s) and families sometimes lacks respect for culture differences</li> </ul>	<p>Collaborating with colleagues and stakeholders to engage student(s) and families in efforts to develop and sustain a positive school climate</p> <ul style="list-style-type: none"> <li>• Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships</li> <li>• Communication with student(s) and families in a generally culturally respectful manner</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating with colleagues and stakeholders proactively to engage student(s) and families to develop and sustain a positive school climate</li> <li>• Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success</li> <li>• Communicating with students and families in a consistently culturally respectful manner</li> </ul>	<p><i>In addition to characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Leading efforts within and outside the school to improve and strengthen the school climate</li> <li>• Developing unique strategies or digital and technological resources to communicate frequently with families and students</li> <li>• Seeking input from families and communities to support student growth and development</li> </ul>
<p><b>6.c. Conducting oneself as a professional</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Code of professional ethics and responsibility</li> <li>• Standards of practice for discipline</li> <li>• Consistent with certification and licensure requirements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Service Provider actions <b>are consistent</b> with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.</li> <li><input type="checkbox"/> Service Provider actions are <b>not consistent</b> with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.</li> </ul>			

## **Appendix I. Professional Learning Attendance and Evaluation Forms**

## Workshop Evaluation

Name of Activity:

Date:

Facilitator(s):

I.

Please check the appropriate box for each.	Outstanding (4.0)	Good (3.0)	Average (2.0)	Poor (1.0)	N/A or No Response
Quality of the facilitation/presentation					
Objectives were met					
Opportunity for Discussion or Questions					
Usefulness of information gained					
Relevance to your role					
Alignment to professional, school, and/or district goal					

II. Please answer by checking the appropriate response.

	Yes	No
<ul style="list-style-type: none"> <li>• Will you use the materials and/or ideas from this workshop with your students?</li> </ul>		
<ul style="list-style-type: none"> <li>• Did the organizer/presenter use effective techniques for accomplishing the purposes of this session?</li> </ul>		
<ul style="list-style-type: none"> <li>• Would you recommend this workshop to a colleague?</li> </ul>		

### **III. Additional Feedback Inquiry:**

A. What was the most beneficial part of the program? Please explain.

B. What was the least beneficial part of the program? Please explain.

C. What do you feel should be the next step?

D. Additional comments about the program:



## Appendix J. Calculating Evaluation Ratings

### Evaluation of Category #1

The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

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

Each step is illustrated below:

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

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

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

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

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

Once a rating has been determined, it is then translated to a 1 – 4 score. Below Standard = 1 and Exemplary= 4. See example below for Domain 2:

Domain 2	Rating	Evaluator’s Score
2a	Developing	2
2b	Developing	2
2c	Effective	3
	Average	2.3

2. Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.3
3	3.0
4	2.8

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

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 4 are weighted significantly more than the others at 25%. Assessment is rated at 20% and Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	20%	.56
2	2.3	25%	.58
3	3.0	40%	1.2
4	2.8	15%	.42
Total			2.76

Steps 2 and 3 may be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. (See Appendix D)

The tentative summative Teacher Performance and Practice rating and the indicator ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be followed in advance of the mid-year conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

### Evaluation of Category #2

The Peer Feedback rating should reflect the degree to which a teacher successfully achieves their strategies and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

### Evaluation of Category #3

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

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

If there are two SMART goals, ratings are averaged to determine the rating for this category.

### Evaluation of Category #4

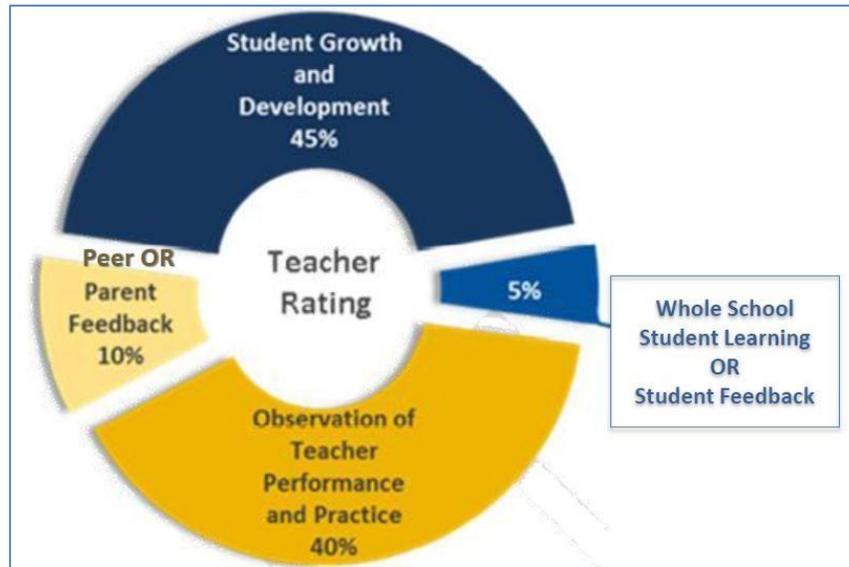
The summative rating for student feedback should reflect the degree to which a teacher makes growth on feedback measures. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

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

### III. Summative Teacher Evaluation Scoring

#### Summative Scoring

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



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance (Models of practice)

**Effective** – Meeting indicators of performance (Excellent teachers)

**Developing** – Meeting some indicators of performance but not others (Those with targeted professional needs)

**Below Standard** – Not meeting indicators of performance (Novice teachers or teachers in need of improvement)

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Peer/Parent Feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-School Student Learning or Student Feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

<b>Category</b>	<b>Score (1 - 4)</b>	<b>Weight</b>	<b>Points (score x weight)</b>
Observation of Teacher Performance and Practice	2.9	40	116
Peer Feedback	3	10	30
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>146</b>

**Rating Table**

<b>Teacher Practice Indicators Points</b>	<b>Teacher Practice Indicators Rating</b>
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

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

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

<b>Category</b>	<b>Score (1 - 4)</b>	<b>Weight</b>	<b>Points (score x weight)</b>
Student Growth and Development (Smart Goals)	3.5	45	158
Whole School Student Learning or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

<b>Student Outcomes Indicators Points</b>	<b>Student Outcomes Indicators Rating</b>
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

3) Use the Summative Matrix to determine Summative Rating

Summative Rating Matrix		Teacher Practice Related Indicators Rating			
		Exemplary	Effective	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Effective	Effective	Developing
	Effective	Effective	Effective	Developing	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

## **Appendix K. Summative Conference**

## **End of Year Summative Conference Agenda/Questions**

1. A self-reflection that includes the following information (40%):
  - \* Progress on the rubric including areas of strength and areas in need of improvement
  - \* Area of professional practice he/she would really like to hone in the next year (based on the rubric)
  
2. Student learning goals (45%)
  - \* Data analysis that reflects progress toward student learning goal(s) and either successful mastery of the goals or a shortfall
  
3. Evidence regarding the teacher's personal contributions to the whole school student goals. Specific evidence should be reviewed.
  - \* The outcome of strategies used for the whole student learning goal
  
4. Evidence gathered regarding the whole school peer feedback goal.
  - \* The outcome of strategies used for the whole school peer goal
  
5. The teacher's overall impressions of the year should be obtained as well as support he/she may need in the next year

(After the meeting, the Administrator will compile all of the information and data, produce a written report, and calculate a rating for the teacher.)

## **Appendix L. Whole Building Screen of Instructional Practices**

## Whole Building Screen of Instructional Practices

School: \_\_\_\_\_

Length of Observation: \_\_\_\_\_

Date: \_\_\_\_\_

Rating Scale:    N/O – Not Observed    P – Partially Observed    O – Observed  
Please indicate whether the domain item is **n/o** – not observed, **p** – partially observed, or **o** – observed.

ENVIRONMENT	N/O	P	O	Comments	INSTRUCTION for Active Learning	N/O	P	O	Comments
<b>1.a. Creates a positive learning environment that is responsive to and respectful of the learning needs of students</b>					<b>3.a. Implementing instructional content for learning</b>				
1.a.1 Rapport and positive social interaction					3.a.1 Instructional purpose				
1.a.2 Respect of student diversity					3.a.2 Content accuracy				
1.a.3 Environment supportive of intellectual risk-taking					3.a.3 Content progression and level of challenge				
1.a.4 High expectations for student learning					3.a.4 Literacy strategies				
<b>1.b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students</b>					<b>3.b Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies</b>				
1.b.1 Communicating, reinforcing, and maintaining appropriate standards of behavior					3.b.1 Strategies, tasks and questions				
1.b.2 Promoting social competence and responsible behavior					3.b.2 Instructional resources and flexible groupings				
<b>1.c Maximizing instructional time by effectively managing routines and transitions</b>					<b>3.b.3 Student responsibility and independence</b>				
<b>1.c.1 Routines and transitions appropriate to needs of students</b>					<b>3.c Assessing student learning, providing feedback to students and adjusting instruction</b>				
					3.c.1 Criteria for student success				
					3.c.2 Ongoing assessment of student learning				
					3.c.3 Feedback to students				
					3.c.4 Instructional adjustment				

Tolland Public Schools

# **Administrator Professional Learning and Evaluation Plan**



**Approved June 21, 2013**

**Revised/Approved October 9, 2013**

**Approved and Submitted again 5/15/2015**

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## **Introduction**

The Tolland Public Schools have designed an Administrator Professional Learning and Evaluation Plan to provide administrators with the opportunity to engage in professional growth that is tied to and informed by the district goals, school goals, and administrator standards.

## **Principles and Beliefs**

The evaluation and professional growth of administrators is supported based on the following guiding beliefs:

- Student learning is directly affected by teacher and administrator competence;
- Administrator competence is affected positively by the integration of school leader evaluation and professional development;
- Administrators, like students and teachers, must be life-long learners;
- An effective evaluation plan requires a clear definition of leadership, teaching, learning, and a system to assess it; and
- The gaps between expectations for student performance and actual student performance should guide the content of professional development.

Additionally, the following assumptions apply to today's school leaders, particularly as they relate to evaluation and professional development. Administrators as school leaders:

- build a shared vision focused on raising expectations for student achievement;
- are both instructional leaders and school managers;
- must demonstrate assessment literacy;
- are data-based and standards-based decision makers;
- are reflective practitioners;
- are collaborative, use open communication, engage in shared decision-making, and delegate responsibility and authority where appropriate;
- seek out, utilize, and contribute to promising practices that enhance student learning, including new, creative, and risk-taking ideas;
- create a professional climate that builds human capacity by providing and engaging in quality professional development for his or her staff and themselves; and
- continuously work towards and demonstrate the skills and competencies identified in the Connecticut Standards for School Leaders (SSL).

## **Purpose**

The evaluation and professional growth of administrators has been developed for the following purposes:

- to improve teacher performance and student learning;
- to provide administrators with assistance and strategies for school improvement, student learning, and professional growth;
- to support administrators as they set goals and evaluate the effectiveness of programs;
- to create a collaborative process that provides the opportunity for administrators to work as a team to benefit students, teachers, individual schools, and the school system;
- to provide administrators with the opportunity to be reflective practitioners;
- to provide administrators with the opportunity to direct their own professional growth and development.

## The Model

The Connecticut administrator evaluation model defines 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 their community.

The model describes 4 levels of performance – “Exemplary” for those who exceed these characteristics, “Proficient” for a fully satisfactory performance (the rigorous standard expected of most experienced administrators), “Developing” those meeting some indicators of performance but not others, and “Below Standard” for those not meeting indicators of performance.

An **Exemplary** rating is reserved for performances that significantly exceed proficiency and could serve as a model for leaders district-wide or even state-wide. Few administrators are expected to demonstrate Exemplary performance on more than a small number of practice elements.

A rating of **Proficient** administrator can be characterized as:

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

A rating of **Developing** means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Developing level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated Developing is expected. If, by the end of 3 years, performance is still Developing, there is cause for concern.

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

## Core Design Principles

This model for the evaluation of principals and other administrators is based on four core design principles: Focus on what matters most. Student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).

Emphasize growth over time or maintaining high standards.

Leave room for judgment through professional conversation between an administrator and his/her supervisor. It requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.

Consider implementation at least as much as design. The model should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated.

## Roles and Responsibilities

Superintendent's role in the evaluation process:

1. Arbitrate disputes in evaluation between Principals and Assistant Principals.
2. Allocate funds and resources for the implementation of the evaluation plan.
3. Serve as a liaison between the Board of Education and the evaluation process.

## Superintendent

Director of Curriculum and Instruction  
Director of Pupil Services  
Principal – Tolland High School  
Principal – Tolland Middle School  
Principal – Tolland Intermediate School  
Principal – Birch Grove Primary

Principal – Tolland High School  
Assistant Principals  
Principal – Tolland Middle School  
Assistant Principal  
Principal – Tolland Intermediate School  
Assistant Principal  
Principal – Birch Grove Primary  
Assistant Principal

New administrators will be appointed a mentor who is not their evaluator. They will receive additional non-evaluative support throughout their induction (see Appendix G).

### **Evaluator and Evaluatee Responsibilities**

#### Evaluator's Role

- Review and become familiar with evaluatee's previous evaluations
- Participate in collaborative conferences with evaluatee
- Assist with assessment of goals and learning activities developed and implemented by the evaluatee
- Analyze and assess performance, making recommendations as appropriate
- Clarify questions, identify resources, facilitate peer assistance and provide other supports as needed

#### Evaluatee's Role

- Reflect on previous feedback and on rubric categories
- Engage in inquiry-based professional learning opportunities
- Participate in collaborative conferences with evaluator
- Develop, implement, and self-assess goals, student learning indicators, and stakeholder feedback

## **Conference Timeline**

To implement the evaluation system, three formal conversations between the evaluatee and the evaluator need to take place:

1. The first conversation, preferably held before school starts, involves:
  - a. an orientation to the process. This can be held as a group or individually. In this meeting, a discussion takes place concerning any school or district priorities with respect to administrative practice, teacher practice and student learning.
    - i. Student learning data are available for review by the administrator and the state may have assigned the school a School Performance Index rating.
    - ii. Stakeholder survey data is available for review by the administrator.
    - iii. The superintendent has communicated student learning priorities for the year.
    - iv. The administrator has developed a draft of the school improvement plan that includes student learning goals. (See Appendix F.)
  - b. a goal-setting conference. The evaluator and evaluatee meet to discuss the evaluatee's proposed goals and objectives in order to arrive at mutual agreement about them. The evaluatee collects evidence about their practice and the evaluator collects evidence about the evaluatee's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. (See Appendix A.)
2. The mid-year conversation takes place on or about February 1. At the mid-year conference, the evaluator and evaluatee address concerns and review results for the first half of the year. The evaluator and evaluatee can mutually agree to revisions of the strategies or approaches used and/or mid-year adjustments to accommodate goal changes. They also discuss actions that the evaluatee can take and supports the evaluator can provide to promote evaluatee's growth in his/her development areas. (See Appendix A.)
3. The third conversation takes place on or before June 1. There are four components to this end-of-year summative review:

- a. **Evaluatee Preparation.** The evaluatee reviews all information and data collected during the year and writes the self-assessment to be used by the evaluator. The evaluatee needs to prepare to present and/or submit information to the evaluator.
- b. **Evaluator Preparation.** The evaluator reviews submitted evidence, self-assessments, and observation data to prepare for a discussion about category and focus area ratings. (See Appendix A.)
- c. **End-of-Year Conference.** The evaluator and the evaluatee meet to discuss all evidence collected to date and to discuss category ratings.
- d. **Following the conference,** the evaluator assigns a summative rating and generates a Summative Rating Form (see Appendix B).

## **The Model's Four Components**

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on 4 components: Leadership Performance and Practice (40%), Stakeholder Feedback (10%), Student Learning (45%) and Teacher Effectiveness (5%). The four areas are defined as follows:

### **Leadership Performance and Practice (40%)**

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

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others, in particular, improving teaching and learning. Teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises the majority of the leadership practice rating and the other 5 performance expectations are otherwise weighted.

**FIGURE 1:** Leadership Practice – Six Performance Expectations



**Evaluation Weights for Leadership Rubric Ratings**  
Percents

<b>Performance Expectation</b>	<b>Principal*</b>	<b>Assistant Principal*</b>	<b>Director of Pupil Services*</b>	<b>Director of Curriculum and Instruction*</b>
Vision, Mission and Goals	10	16	20	25
Teaching and Learning	50	20	30	50
Organizational Systems and Safety	10	16	10	5
Families and Stakeholders	10	16	20	5
Ethics and Integrity	10	16	10	5
The Educational System	10	16	10	10

\*Percents may be altered through mutual agreement between the evaluator and evaluatee.

For assistant principals, the six Performance Expectations are weighted approximately equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

**Observations**

The assessment of an evaluatee’s leadership performance and practice is by direct observation of practice and the collection of artifacts. It accounts for 40% of an evaluatee’s summative rating.

The evaluator may want to consult the following sources of evidence to collect information about the evaluatee in relation to his/her focus areas and goals:

- Data systems use and reports of student information
- Artifacts of data analysis and plans for response
- Observations of evaluatee leading teacher team meetings
- Observations of evaluatee in leadership team meetings
- Observations of evaluatee observing a classroom
- Communications to parents and community

- Conversations/work with staff
- Conversations/work with students
- Conversations/work with families

State guidelines call for evaluators to include:

- Two observations for each evaluatee
- Four observations for assistant principals and for any evaluatee new to the district, school, the profession, or who has received ratings of developing or below standard.

Visits should be frequent, purposeful, and adequate for sustaining professional conversation about an evaluatee's practice.

### **Formal Observation**

Evaluatees are formally observed by their evaluator(s) in order to validate successful performance, identify areas for professional development, and maintain accountability. For example, evaluators may formally observe an evaluatee leading a team meeting, conducting a teacher observation conference, addressing a parent group, chairing a committee, supervising students, visiting classrooms. A written observation report will be provided to an evaluatee within ten (10) days of the observation in order to maximize the value of the feedback and become a valid part of the evaluation process. The formal observation process may involve pre-observation communication, the actual observation, and post-observation communication (report/conference).

## **Goal Selection**

After analysis of the evaluatee rubric, a leadership goal or goals are formulated. This performance and practice goal or goals go in the Personal Improvement Plan (PIP) and are discussed at the conferences held at the beginning, middle and end of the year, each year. The evaluatee 40% performance and practice goal or goals while not evaluated should result in improvements in knowledge and skills which will be evidenced in ratings of practice. See Appendix F for SMART goal format in the School and Personal Improvement Plans.

### **Arriving at a Leadership Performance and Practice Summative Rating**

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** (Appendix B) which describes leadership actions across the four performance levels for each of the six performance expectations and associated elements. Each performance expectation is rated separately as 4, 3, 2, or 1. The four performance levels are:

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

Summative ratings are based on the preponderance of evidence for each performance category on the Leadership Evaluation rubric. Evaluators observe leadership practices across each performance expectation area described in the rubric. They must collect written evidence to support the rating for each leadership standard. Specific attention is paid to leadership performance areas identified as needing development. The summative rating is computed using the chart (See Appendix B).

Evaluators will be trained in observation techniques and the use of the administrator rubric.

### **Stakeholder Feedback (10%)**

Feedback from stakeholders is 10% of an administrator's summative rating. A survey is used for this feedback. The survey reflects the Connecticut Leadership Standards and includes questions about leadership practices, school practices and school climate. It is administered to students, parents, teachers and staff members. Relevant portions of the survey are incorporated into this section (See Appendix C).

One SMART goal is formulated from stakeholder feedback. This is one of the SMART goals discussed in the conferences held at the beginning, middle and end of each year (See Appendix F).

### **Arriving at a Stakeholder Feedback Summative Rating**

The rating for the stakeholder feedback goal reflects the degree to which a school progresses on feedback measures using data from the prior year or beginning of the year as a baseline. Administrators are expected to create a reasonable target.

The rating for this goal is based on the following:

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

Exceptions to this include:

- Administrators with high ratings already - 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

The stakeholder feedback goal should be included in the school’s SIP as teachers will individually strategize to advance or progress towards meeting this goal.

### **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, if available, and (b) performance and growth on locally-determined measures. If the first measure exists, this measures will have a weight of 22.5% and measures constituting the second 22.5% will be averaged and count towards the second 22.5%. Together these measures will account for 45% of the administrator’s evaluation.

#### **State Measures of Academic Learning (22.5%)**

Currently, the State’s accountability system includes measures of student academic learning progress:

- School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments.
- SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments.

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

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

	<b>Target (4)</b>	<b>Target (3)</b>	<b>Target (2)</b>	<b>Target (1)</b>
<b>SPI Progress</b>	>100% of target progress	95-100% of target progress	50-94% of target progress	<50% of target progress
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI >88 OR the school does not have any subgroups of sufficient size	Meets performance targets for majority of subgroups that have SPI<88	Meets performance targets for at least one subgroups that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

The weighted scores in each category are averaged; resulting in an overall state test rating that is scored on the following scale:

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
>3.5	>=2.5 rating <=3.5	>=1.5 rating <2.5	<1.5

Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2013-14, Tolland Public Schools will not require that 22.5% of the administrator’s student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator’s rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.

This 22.5% rating does not apply to K-2 schools. All 45% of the rating in this category is based on at least two locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments. Locally determined indicators must align to Connecticut learning standards. In instances where there are no such standards that apply or are appropriate to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

### **Locally-Determined Measures (22.5%)**

Administrators establish at least two locally determined indicators of student success (IOS). In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards or, if none exist, align 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 objectives must be in SMART goal format. See Appendix F.

	<b>IOS 1</b>	<b>IOS2</b>
<b>High School Principal</b>	Graduation  (meets the non-tested grades or subjects requirement)	Broad discretion
<b>High School Assistant Principal</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>Elementary or Middle School Principal Grade PK-8</b>	Classroom developed assessments for non-tested subjects or grades	Broad discretion
<b>Elementary or Middle School Assistant Principal</b>	Classroom developed assessments for 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>Central office administrator</b>	(meets the non-tested grades or subjects requirement)	

Beyond these parameters, administrators have broad discretion in selecting indicators, including a choice to include students' performance or growth on school or classroom developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating student indicators of success (IOS) should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- 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 principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student IOS.
- The principal uses the student IOS in the school improvement plan for her/his own evaluation. These IOS are aligned to district priorities.
- The principal chooses measures that best assess the priorities and develops clear and measurable student IOS for the chosen assessments/indicators.
- The principal shares the student learning IOS with her/his evaluator, informing a conversation designed to ensure that:
  - the IOS are adequately ambitious
  - there is adequate data that can be collected to make a fair judgment about whether the administrator met the established IOS
  - the IOS 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 IOS
  - the professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Assistant Principal adopts the Principal's indicators of success but 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.

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

**Local Indicators of Success**

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Met or exceeded target	Substantial progress toward the target (i.e. within 80% of range, so if target were 75% of all eighth graders the range for "substantial Progress" would be 60-74%	Some progress toward the target (i.e. within 50% of range, so if target were 75% of all eighth grades the range for "some progress" would be 37.5% - 59%)	Little or no progress toward the target (i.e. 37% or less progress towards target)

To arrive at the rating for this 22.5%, the ratings for each of the IOS are averaged and the rating is determined using the following chart. IOS ratings are averaged to get the final IOS rating used in the "Outcome Rating" and "Rating Table" in the Administrator Evaluation Plan under Category 3 Student Learning.

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>3.5	>=2.5 rating <=3.5	>=1.5 rating <2.5	<1.5

If a state SPI rating exists, the overall Student Learning rating (45%), is determined using the following matrix. The two categories are plotted on this matrix. the ratings for the State assessment and the locally-determined ratings,

### Determination of Rating for the Student Learning (45%)

		Indicator of Success -State			
		Exemplary	Proficient	Developing	Below Standard
Indicators of Success -Local Average	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

### Student Learning (45%) When no State (22.5%) Standardized SPI Measure is Available

If a state measure does not exist, standardized measures will have an equal weight with non-standardized measures (22.5%/22.5%). The rating will be determined by averaging the ratings. If we have Standardized and Non-Standardized Goals separately then we can (if there is more than one for each) add and average the standardized IOS rating (SIOS), and add and average the non-standardized rating (NIOS), and then average those two numbers to get the number for Category III. For example:  $(SIOS + NIOS)/2 = \text{Category III Rating}$ .

If the 45% is made up of both kinds (NIOS and SIOS) without differentiation, then they are each rated using the following and their ratings are averaged.

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Met or exceeded target	Substantial progress toward the target (i.e. within 80% of range, so if target were 75% of all eighth graders the range for “substantial Progress” would be 60-74%	Some progress toward the target (i.e. within 50% of range, so if target were 75% of all eighth graders the range for “some progress” would be 37.5% - 59%)	Little or no progress toward the target (i.e. 37% or less progress towards target)

If the 45% is made up of 22.5% SIOS and 22.5% NIOS, then the SIOSs are averaged and the NIOSs are averaged and the rating is determined by averaging the two. For example:

$$\begin{array}{ll}
 \text{SIOS \#1} = 3 \text{ rating} & \text{NIOS \#1} = 3 \\
 \text{SIOS \#2} = 2 \text{ rating} & \text{NIOS\#2} = 3 \\
 3 + 2 = 5/2 = 2.5 & 3 + 3 = 6/2 = 3 \\
 \text{SIOS} = 2.5 & \text{NIOS} = 3 \\
 \text{SIOS} + \text{NIOS} = 2.5 + 3 = 5.5/2 = 2.75
 \end{array}$$

Category III Outcome Rating (when no state measure is available) = 2.75

## Teacher Effectiveness (5%)

Teacher effectiveness is measured by an aggregation of teachers' student SMART goal attainment and accounts for 5% of an administrator's evaluation.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
>80% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>60% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	<40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation

In order to maintain a strong focus on teachers setting ambitious SMART goals in their evaluation, it is imperative that the principal's evaluator discusses with the principals their strategies in working with teachers to set strong SMART goals. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious goals.

## Determination of the Overall Summative Rating

The evaluatee and evaluator meet in the late spring to discuss the evaluatee's self-assessment and all evidence collected over the course of the year. After this meeting, the evaluator completes the summative evaluation report, shares it with the evaluatee, and adds it to the evaluatee's personnel file. Within two weeks of receipt of the report any written comments that the evaluatee may request need to be attached.

Summative ratings must be completed for all evaluatees by June 30 of a given school year. Should State standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an evaluatee may be significantly impacted by State standardized test data or teacher effectiveness ratings, the evaluator may recalculate the evaluatee'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 guidelines to use in arriving at a rating:

- If a stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the State accountability measures are not yet available, then the IOS should count for the full assessment of student learning.
- If none of the summative IOS 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 evaluatee's performance on this component.

## Determining Summative Ratings

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

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

The practice rating derives from an evaluatee's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in Appendix B, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice.

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

The outcomes rating derives from the state and/or local IOS and teacher effectiveness outcomes. As shown on the Summative Rating Form in Appendix B, State reports provide an assessment rating and evaluators record a rating for the student IOS agreed to in the beginning of the year.

C. **OVERALL:** Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the following matrix.

## Summative Evaluation Form

		PRACTICE RATING			
		4 Exemplary	Proficient	2 Developing	1 Below Standard
OUTCOMES RATING	4 Exemplary	Exemplary	Exemplary	Proficient	Developing
	3 Proficient	Exemplary	Proficient	Proficient	Developing
	2 Developing	Proficient	Proficient	Developing	Below Standard
	1 Below Standard	Developing	Developing	Below Standard	Below Standard

An evaluatee who receives an overall rating of “Developing” may be required to develop a “Focused Professional Growth” plan. An evaluatee who is Below Standard is required to develop an “Intensive Assistance” plan (see Appendix H).

The overall rating may be adjusted, if need be, when State tests are available but not later than September 15.

### Definition of Effectiveness and Ineffectiveness

Novice administrators shall generally be deemed effective if said evaluatee receives at least two sequential Proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A Below Standard rating shall only be permitted in the first year of a novice evaluatee’s career, assuming a pattern of growth of Developing in year two and two sequential Proficient ratings in years three and four.

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

### Dispute Resolution Process

The Superintendent shall resolve disputes where the evaluator and evaluatee cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination will be made by the Superintendent.

## Board of Education Reporting

The Superintendent shall report the status of administrator evaluations to the Board of Education on or before June 1 of each year.

## State Reporting

The Superintendent shall report the status of implementation of the Administrator Professional Learning and Evaluation Plan to the State Department of Education by June 30 of each year. This will include:

- frequency of evaluations;
- aggregate evaluation ratings;
- the number of administrators who have not been evaluated; and
- other data as determined by the Department of Education.

# Professional Development

The Tolland Public Schools Administrator Professional Learning and Evaluation Plan inherently seeks to provide a framework for administrator growth and development over time. Growth in leading the improvement of teaching and learning for all administrators is not a one-time event, but an ongoing process. Both district-wide and individualized professional development activities should be directly aligned with specific areas:

- professional growth rubric;
- professional responsibility goals set by the administrator and agreed to by his/her supervisor;
- district-wide and school goals and initiatives; and/or
- the district's strategic planning process.

In addition, the enhancement of teacher and student learning and performance will be embedded in all professional development activities.

Time will be provided to collaborate and share understandings of leadership and instructional practices among districts' administrator team. Regular administrator meetings, book studies, problem of practice discussions, building visitations, etc. will provide such opportunities. Special professional development activities will be offered to extend learning and assist school leaders in meeting expectations for their performance and thereby support their growth. Activities for administrators may include workshops to support:

- teacher evaluation and supervision for improved performance;
- data collection and analysis for improved decision making and school improvement;
- use of technology as a tool for effective school management and enhanced teaching and learning;
- understanding of curriculum standards and their alignment with what is taught and tested.;
- research-based learning theory to support differentiated and appropriate instruction;
- collaborative leadership strategies for school improvement;
- effective management of staff, physical plant, and policy implementation; and
- any other area that supports district goals, school improvement plan goals and/or objectives for the improvement of student learning.

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## **Appendix A. Connecticut Principal Evaluation Rubrics**

- Vision, Mission, and Goals
  - High Expectations for All
  - Shared Commitments to Implement and Sustain the Vision, Mission, and Goals
  - Continuous Improvement toward the Vision, Mission, and Goals
- Teaching and Learning
  - Strong Professional Culture
  - Curriculum and Instruction
  - Assessment and Accountability
- Organizational Systems and Safety
  - Welfare and Safety of Students, Faculty, and Staff
  - Operational Systems
  - Fiscal and Human Resources
- Families and Stakeholders
  - Collaboration with Families and Community Members
  - Community Interests and Needs
  - Community Resources
- Ethics and Integrity
  - Ethical and Legal Standards of the Profession
  - Personal Values and Beliefs
  - High Standards for Self and Others
- The Educational System
  - Professional Influence
  - The Educational Policy Environment
  - Policy Engagement

## Leader Evaluation Rubric

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

*Education leaders<sup>1</sup> ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

#### Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff<sup>2</sup>.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Information &amp; analysis shape vision, mission, and goals</i>	relies on their own knowledge and assumptions to shape school-wide vision, mission, and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis	<b>uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.</b>	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
<i>2. Alignment to policies</i>	does not align the school's vision, mission, and goals to district, state or federal policies.	establishes school vision, mission, and goals that are partially aligned to district priorities.	<b>aligns the vision, mission, and goals of the school to district, state, and federal policies.</b>	builds the capacity of all staff to ensure the vision, mission, and goals are aligned to district, state, and federal policies.
<i>3. Diverse perspectives, collaboration, and effective learning</i>	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals.  creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals.  develops a vision, mission and goals that set high expectations for most students.	<b>incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.</b>	collaboratively creates a shared vision of high expectations with all stakeholders <sup>3</sup> and builds staff capacity to implement a shared vision for high student achievement.

<sup>1</sup>**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

<sup>2</sup>**Staff:** all educators and non-certified staff

<sup>3</sup>**Stakeholders:** a person, group or organization with an interest in education

## Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader:

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Shared understandings guide decisions & evaluation of outcomes.	tells selected staff and stakeholders about decision making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission, and goals with staff and stakeholders.  provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	<b>develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.</b>	engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.
<i>2 and 3 combined— Communicates vision; Advocates for effective learning for all</i>	s unaware of the need to communicate or advocate for the school's vision, mission, and goals or for effective learning for all.	builds stakeholders' understanding and support for the vision, mission, and goals.  generates some support for equitable and effective learning opportunities for all students.	<b>publicly advocates the vision, mission, and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</b>	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.  persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.

## Element C: Continuous Improvement toward the Vision, Mission, and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Analyzes data to identify needs and gaps between outcomes and goals</i>	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	<b>uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.</b>	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals.  works with faculty to collectively identify specific areas for improvement at the school, classroom, and student level.
<i>2 and 3 combined— Uses data and collaborates to design, assess, and change programs</i>	is unaware of the need to use data, research or best practice to inform and shape programs and activities	uses some systems and processes for planning, prioritizing, and managing change, and inquires about the use of research and best practices to design programs to achieve the school's vision, mission, and goals.	<b>uses data, research, and best practice to shape programs and activities and regularly assesses their effects.</b>  analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices.  engages all stakeholders in building and leading a school-wide continuous improvement cycle.
<i>3. Identifies and addresses barriers to achieving goals</i>	does not proactively identify barriers to achieving the vision, mission, and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission, and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission, and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement, and is unwavering in urging staff to maintain and improve their focus on student outcomes.  uses challenges or barriers as opportunities to learn and to develop staff.

<p><i>4. Seeks and aligns resources</i></p>	<p>is unaware of the need to seek or align resources necessary to sustain the school's vision, mission, and goals.</p>	<p>aligns resources to some initiatives related to the school's vision, mission, and goals.</p>	<p>seeks and aligns resources to achieve the vision, mission, and goals.</p>	<p>builds capacity of the school and its staff to provide services that sustain the school's vision, mission, and goals.</p> <p>prioritizes the allocation of resources to be consistent with the school's vision, mission, and goals.</p>
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## Leader Evaluation Rubric

### Performance Expectation 2: Teaching and Learning

*Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning*

#### Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Closes achievement gaps</i>	is unaware of the achievement gap <sup>1</sup> . is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	develops shared understanding and commitment to close achievement gaps <sup>1</sup> so that all students achieve at their highest levels.	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
<i>2. Supports and Evaluates Professional Development</i>	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	supports and evaluates professional development to broaden faculty <sup>2</sup> teaching skills to meet the needs of all students	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.
<i>3 and 4 combined— Fosters Inquiry and Collaboration for Improvement</i>	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	seeks opportunities for personal and professional growth through continuous inquiry. fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.

<sup>1</sup>**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socio-economics status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

<sup>2</sup>**Faculty:** certified school faculty

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>5. Supports Teacher Reflection and Leadership</i>	<p>provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p>provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.</p>	<p>provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction.</p> <p>builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<i>6. Provides Feedback to Improve Instruction</i>	<p>ineffectively uses data, assessments, or evaluation methods to support feedback.</p> <p>does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>provides sporadic feedback based on data, assessments, or evaluations.</p> <p>monitors some teachers' practice for improvements based on feedback.</p>	<p>provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.</p>	<p>provides regular, timely, and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>

## Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined— Aligns Curriculum, Instruction, and Assessment to Standards</i>	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards.  develops curriculum, instruction and assessment methods that are loosely aligned to standards.	develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.  ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.  monitors and evaluates the alignment of all instructional processes.
<i>3. Improves Instruction for the Diverse Needs of All Students</i>	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations <sup>1</sup>	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.  works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.
<i>4. Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	is unaware of how to analyze student progress using student work.  supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff.  facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.	empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
<i>5. Provides Resources and Training for Extended Learning</i>	identifies only limited resources and supports for extending learning beyond the classroom.	promotes learning beyond the classroom  provides inconsistent support and resources to faculty around extending learning opportunities.	provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.	builds strong faculty commitment to extending learning beyond the classroom.  collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.

<sup>1</sup> **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Indicator	Below Standard	Developing	Proficient	Exemplary
6. <i>Supports the Success of Faculty and Students as Global Citizens</i> <sup>1</sup>	<p>focuses only on established academic standards as goals for student and staff skills.</p> <p>provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>supports some staff and students in developing their understanding of the knowledge, skills, and dispositions needed for success as global citizens.</p>	<p>assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.</p>	<p>establishes structures for staff to continuously discuss the skill, knowledge, and dispositions necessary for success as global citizens.</p> <p>faculty and students have multiple opportunities to develop global knowledge, skills, and dispositions.</p>

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<sup>1</sup>A **Global Citizen** uses 21st century knowledge, skills, and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view, and work to make the world a better place.

## Element C: Assessment and Accountability

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined— Uses Multiple Sources of Information<sup>1</sup> to Improve Instruction</i>	monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. is learning to use multiple sources of information to identify areas for improvement.	uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
<i>3. Staff Evaluation</i>	conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	sets and monitors meaningful goals with each staff member, accurately differentiates ratings, and provides additional evaluation activity and feedback for Developing or Below Standard teachers. develops and supports individual staff learning plans and school improvement goals based on evaluations.
<i>4. Communicates Progress</i>	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.	builds the capacity of all staff to share ongoing progress updates with families and other staff members. consistently connects results to the vision, mission, and goals of the school and frequently updates staff and families around progress and needs for improvement.

<sup>1</sup> **Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences, and observations. Multiple assessments would include local, state, national, and international assessments.

## Leader Evaluation Rubric

### Performance Expectation 3: Organizational Systems and Safety

*Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment.*

#### Element A: Welfare and Safety of Students, Faculty, and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty, and staff.

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation, and evaluation of a comprehensive safety and security plan.
<i>2. Positive school climate for learning</i>	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate. plans to develop a school climate focused on learning and social/emotional safety.	advocates for, creates, and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	supports ongoing collaboration from staff and community to review and strengthen a positive school climate. develops a school climate that supports and sustains learning, social/emotional safety, and success for every member of the school community.
<i>3. Community norms for learning</i>	uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.	builds ownership for all staff, community, and students to develop and review community norms for accountable behavior. students, staff, and parents all hold themselves and each other accountable for following the established norms.

## Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 4 combined— Evaluate and Improve operational systems</i>	ineffectively monitors operational processes.  makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system.	continuously evaluates and revises school processes.  plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
<i>2. Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety concerns.
<i>3. Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice.  seeks new capabilities and resources based on school community input.
<i>5. Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology.  is learning about how technology can support the learning environment.	oversees acquisition, maintenance, and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

## Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined— Aligns resources to goals</i>	operates a budget that does not align with district or state guidelines.  allocates resources that are not aligned to school goals.	develops and operates a budget within fiscal guidelines.  aligns resources to school goals and to strengthening professional practice.	develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.  seeks, secures and aligns resources to achieve vision, mission, and goals to strengthen professional practice and improve student learning.	works with community to secure necessary funds to support school goals.  aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.
<i>3. Recruits and retains staff</i>	uses hiring processes that involve few recruiting sources.  provides limited support for early career teachers and has few strategies to retain teachers.	reviews and improves processes for recruiting and selecting staff.  provides support to early career teachers but has limited strategies to develop and retain effective teachers.	implements practices to recruit, support, and retain highly qualified staff.	involves all stakeholders in processes to recruit, select, and support effective new staff.  implements strategies and practices that successfully retain and develop effective staff in the school and district.
<i>4. Conducts staff evaluations</i>	does not consistently implement district/state evaluation processes.  evaluation results are not used to improve teaching and learning	prioritizes and completes staff evaluation processes.  is beginning to connect evaluation process and results to professional learning.	conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.	coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.  works with staff to connect evaluation processes to professional learning and instructional improvement.

## Leader Evaluation Rubric

### Performance Expectation 4: Families and Stakeholders

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

#### Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Accesses family and community resources</i>	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support. secures community resources that are not consistently aligned to student learning.	coordinates the resources of schools, family members, and the community to improve student achievement.	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
<i>2. Engages families in decisions</i>	provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	welcomes and engages all families in decision making to support their children's education.	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
<i>3. Communicates with families and community</i>	uses limited strategies to communicate with families and community members. limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families. provides opportunities for families and community members to share input and concerns with the school.	uses a variety of strategies to engage in open communication with staff and families and community members.	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

## Element B: Community Interests and Needs:

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Communicates effectively</i>	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with and interact effectively with people.	communicates with and interacts effectively with a wide range of stakeholders.  builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
<i>2. Understands and accommodates diverse<sup>1</sup> student and community conditions</i>	uses limited resources to understand diverse student needs.  demonstrates limited knowledge of community conditions and dynamics	collects information to understand diverse student and community conditions.  provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions.  collaborates with staff to meet the diverse needs of students and the community.
<i>3. Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity.  develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
<i>4. Collaborates with community programs</i>	establishes limited collaboration with community programs.  community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
<i>5. Involves all stakeholders</i>	provides limited opportunities for stakeholder input.  occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input.  seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders.  actively seeks and values alternate viewpoints.

<sup>1</sup>Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources:

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Collaborates with community agencies</i>	works with community agencies when needed. provides limited access to community resources and services to children and families.	collaborates with some community agencies for health, social, or other services. provides some access to resources and services to children and families.	collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	proactively identifies and prioritizes essential resources and services for children and families. collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
<i>2. Develops relationships with community agencies</i>	develops limited relationships with community agencies. community partnerships inconsistently meet the needs of the school community.	develops relationships with community organizations and agencies. evaluates some partnerships to ensure benefit to agencies and school community.	develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	develops ongoing relationships with community agencies aligned to school needs. assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.
<i>3. Applies resources to meet the needs of children and families</i>	does not consistently align resources to the educational needs of the school.	aligns resources to the educational needs of students. supports the educational needs of most families.	applies resources and funds to support the educational needs of all children and families.	identifies educational needs of students and families and aligns all resources to specific needs.

## Leader Evaluation Rubric

### Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

#### Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
<i>2. Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves, and staff to ensure educational professionalism, ethics, integrity justice and fairness.
<i>3. Equity and Social Justice<sup>1</sup></i>	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> <li>• removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination.</li> <li>• promotes social justice by ensuring all students have access to educational opportunities.</li> </ul>
<i>4. Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> <li>• builds a shared commitment to protecting the rights of all students and stakeholders.</li> <li>• maintains confidentiality, as appropriate.</li> </ul>

<sup>1</sup> **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

## Element B: Personal Values and Beliefs:

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.  builds a shared commitment to diversity and equitable practices for all stakeholders.
<i>2. Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
<i>3. Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate, and effective learning opportunities.
<i>4. Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

## Element C: High Standards for Self and Others.

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Lifelong Learning</i>	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
<i>2. Support of Professional Learning</i>	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
<i>3. Allocates Resources Equitably</i>	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	allocates resources equitably to sustain a high level of organizational performance.	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
<i>4. Promotes Appropriate Use of Technology</i>	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	promotes understanding of the legal, social and ethical use of technology among all members of the school community.	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
<i>5. Inspires Student Success</i>	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

## Leader Evaluation Rubric

### Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

#### Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Promotes public discussion about educational laws, policies and regulations</i>	does not consistently follow current federal, state and local education laws, polices and regulations and has limited conversations about how they impact education.	follows current education legislation. seeks opportunities to engage in professional learning activities to understand issues and implications, and share information with the school community.	promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
<i>2. Builds relationships with stakeholders and policymakers</i>	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
<i>3. Advocates for equity, access, and adequacy of student and family resources</i>	has limited understanding and/ or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services, or resources to create equity.	advocates for equity, access, and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

## Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Accurately communicate educational performance</i>	ineffectively communicates with members of the school community.  does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data.  conducts basic data analyses and communicates data about educational performance.	collects, analyzes, evaluates, and accurately communicates data about educational performance in a clear and timely way.	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings, and implications for growth and refinements to the school or district's mission, vision, and goals.
<i>2. Improve public understanding of legislation, policy, and laws</i>	provides incomplete information to the public to understand school or student results, legal issues, practices, and implications.	shares information about federal, state, and local laws, policies and regulations.  provides information to decision makers and the community.	communicates effectively with decision-makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.	actively communicates and clarifies federal, state, and local laws, policies, and regulations with stakeholders and decision makers to improve public understanding and input.
<i>3. Uphold laws and influence educational policies and regulations</i>	does not consistently uphold laws, regulations.	upholds federal, state, and local laws and seeks to engage in public discourse about policies and regulations to support education.	upholds federal, state, and local laws, and influences policies and regulations in support of education.	works with district, state and/or national leaders to advocate for/ or provide feedback about the implementation effectiveness of policies or regulations.

## Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Advocates for public policies to support the present and future needs of children and families</i>	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.	works with students, families, and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
<i>2. Promotes public policies to ensure appropriate, adequate, and equitable human and fiscal resources</i>	is unaware of policies that result in equitable resources to meet the needs of all students.  does not allocate resources appropriately, adequately, or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.  allocates and distributes school resources among faculty, staff and students.	promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
<i>3. Collaborates with leaders to inform planning, policies, and programs</i>	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state, and national levels.	collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state, and national decisions affecting the improvement of teaching and learning.  is involved with local, state, and national professional organizations in order to influence and advocate for legislation, policies, and programs that improve education.

## Appendix B. Connecticut Administrator Evaluation Summative Rating Form

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each performance expectation. The evaluator will also determine progress against the three student learning outcomes and the stakeholder feedback target and assign ratings for each..

\_\_\_\_\_  
 Evaluatee Name

\_\_\_\_\_  
 Evaluator Name

\_\_\_\_\_  
 School

\_\_\_\_\_  
 Date

### Category I. Summative Rating Chart for Leadership Practices (40%)

Performance Expectation	Principal			Assistant Principal			Director of Pupil Services			Director of Curriculum and Instruction				
	%	Rating	Performance Indicator Sub-Total	%	Rating	Performance Indicator Sub-Total	%	Rating	Performance Indicator Sub-Total	%	Rating	Performance Indicator Sub-Total		
Vision, Mission and Goals	.10			.16			.20			.25				
Teaching and Learning	.50			.20			.30			.50				
Organizational Systems and Safety	.10			.16			.10			.05				
Families and Stakeholders	.10			.16			.20			.05				
Ethics and Integrity	.10			.16			.10			.05				
The Educational System	.10			.16			.10			.10				
Total				Total				Total				Total		

Leadership Practice Rating (40%) = \_\_\_\_\_

**Category II. Stakeholder Goal Rating (10%)**

Check appropriate box:

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

**Overall Practice Rating**

Category I. Leadership Rating = \_\_\_\_\_ x 40 = \_\_\_\_\_

Category II. Stakeholder Rating = \_\_\_\_\_ x 10 = \_\_\_\_\_

Total = \_\_\_\_\_

Overall Practice Rating = \_\_\_\_\_

**Rating Table**

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

**Category III. Student Learning (45%) whe State Measures are Available**

**State Measure of Academic Learning (22.5%)**

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

**Locally Determined Average Measures of Academic Progress (22.5%)**

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

**Determination of Rating for the Student Learning 45%**

		State Measure of Academic Learning (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally Determined Measures of Academic Progress (22.5%)	Exemplary	Exemplary (4)	Exemplary (4)	Proficient (3)	Developing (2)
	Proficient	Exemplary (4)	Proficient (3)	Proficient (3)	Developing (2)
	Developing	Proficient (3)	Proficient (3)	Developing (2)	Below Standard (1)
	Below Standard	Developing (2)	Developing (2)	Below Standard (1)	Below Standard (1)

Rating = \_\_\_\_\_

**Category III. Student Learning (45%) when State Measures are Not Available**

Locally Determined Average of Measures of Academic Progress (45%) = \_\_\_\_\_

**Category IV. Teacher Effectiveness (5%)**

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

<b>Outcome Rating</b>	
Category III. Rating = _____	x 45 = _____
Category IV. Rating = _____	x 5 = _____
Total = _____	
Practice Rating = _____	

**Rating Table**

Administrator Outcome Indicators Points	Administrator Outcome Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

**OVERALL SUMMATIVE PRACTICE RATING**

**Overall Rating**

---

<b>OVER SUMMA OUTCOME</b>	<b>2 Developing</b>	Proficient	Proficient	Developing	Below Standard
	<b>1 Below Standard</b>	Developing	Developing	Below Standard	Below Standard

Comments:

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix C. Survey Parameters for Stakeholder Feedback**

### Survey Questions Aligned to Connecticut Leadership Standards

Below are examples of stakeholder feedback survey questions that align to the six performance expectations captured in the Connecticut Leadership Standards. Incorporating feedback about leadership and school practices aligned to these standards is a critical design component of this portion of the administrator evaluation model. These questions are not intended to be applied as a survey themselves, but rather are included to provide examples of the types of questions applicable surveys may ask. Questions are included for each of the three survey types, and similar questions may be asked across all survey types; many school practice surveys or school climate surveys address leadership, for example, and school leadership surveys may ask questions that are not specifically about the principal. All examples below are framed to capture from the respondent the extent to which they agree or disagree with a specific statement (Likert scale rating).

<b>1</b> <b>Vision, Mission, and Goals:</b> <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a vision of learning, a strong organizational mission, and high expectations for student performance.</i>		
<b>Leadership Practice Surveys</b> For all stakeholders: “School leadership has made high expectations for student learning explicit at the school.”	<b>School Practice Surveys:</b> For all stakeholders: “I am aware of the expectations for student performance at school.”	<b>School Climate Surveys:</b> For all stakeholders: “Students are challenged to meet high expectations at the school.”
<b>2</b> <b>Teaching and Learning:</b> <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching ng.</i>		
<b>Leadership Practice Surveys:</b> For teachers: “The principal at my school has established a formal, school wide process to create plans for instructional improvement.”	<b>School Practice Surveys:</b> For parents: “My child can get extra help at the school if s/he needs it.”	<b>School Climate Surveys:</b> For teachers: “Collaboration and feedback are valued at the school.”
<b>3</b> <b>Organizational Systems and Safety:</b> <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i>		
<b>Leadership Practice Surveys:</b> For all stakeholders: “School leadership takes concrete and consistent action according to established procedures when safety is threatened at school.”	<b>School Practice Surveys:</b> For all stakeholders: “Classes at the school are small enough.” For all stakeholders: “The school has enough books and supplies.”	<b>School Climate Surveys:</b> For all stakeholders: “This school provides a safe environment for teaching and learning.” For all stakeholders: “This school provides a welcoming environment.”
<b>4</b> <b>Families and Stakeholders:</b> <i>Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.</i>		
<b>Leadership Practice Surveys:</b> For teachers: “When a student is struggling academically, teachers typically involve the student, their family, and other school staff in developing a plan to prevent failure.”	<b>School Practice Surveys:</b> For family members: “I am aware of the school priorities and how they are put into practice.”	<b>School Climate Surveys:</b> For family members: “I am treated with respect and dignity.”
<b>5</b> <b>Ethics and Integrity:</b> <i>Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.</i>		
<b>Leadership Practice Surveys:</b> For all staff members: “School leadership’s actions and statements are clearly aligned.”	<b>School Practice Surveys:</b> For teachers: “Consequences for ethical lapses are clearly known and understood at my school.”	<b>School Climate Surveys:</b> For teachers: “In general, actions that are rewarded at my school reflect the stated values of the school regardless of position or authority.”
<b>6</b> <b>The Education System:</b> <i>Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs ing systems of political, social, economic, legal and cultural contexts affecting education.</i>		
<b>Leadership Practice Surveys:</b> For staff members: “My needs are advocated for outside of the walls of the school.”	<b>School Practice Surveys:</b> For staff members: “There are formal systems in place for me to raise broad concerns affecting the school community.”	<b>School Climate Surveys:</b> For family members: “The school demonstrates an awareness of the values and circumstances of families like mine.”

## Appendix D. Connecticut’s Measures of Student Academic Learning

Measure	Definition
<b>School Performance Index (SPI)</b>	The SPI is a measure of student achievement on Connecticut’s standardized assessments—the CMT and CAPT. For each subject tested—mathematics, reading, writing, and science—Connecticut reports performance for five achievement levels: Below Basic (BB), Proficient (P), Goal (G), and Advanced (A). For each student, the state calculates an Individual Performance Index (IPI), which represents performance across all tested subjects. The SPI is a compilation of the IPIs for all students in a school. The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level across all subjects and 100 indicates that all students scored at the Goal or Advanced level.
<b>Connecticut Master Test (CMT)</b>	The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.
<b>Connecticut Academic Performance Test (CAPT)</b>	The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.
<b>Subgroups</b>	ELLs, students with disabilities, black students, Hispanic students, and students eligible for free or reduced price lunch.

## Appendix E. The Relationship Between SPI And IOS

(For Tested Grades and Subjects)

The table below provides an example of how to increase percent proficiency and SPI for a school with 100 students.

Desired Outcome	Necessary Achievement Results	Sample Aligned SLO
Increase percent Proficiency by 9%	9 students move from Basic or Below Basic to Proficient	Increase reading proficiency in English Language Learners subgroup* by a minimum of 9% annually as measured by CMT.
Increase SPI by 3 points	9 students move from a lower performance level to a higher performance level	Increase mathematics proficiency for every student in the Economically Disadvantaged students subgroup* by one or more proficiency levels as measured by CMT.

\*This sample assumes the cohorts contain no fewer than 9 students.

## **Appendix F. School Improvement Plan**

School Improvement Plans (SIPs) and Program Improvement Plans (PIPs) are clearly articulated goals and action plans that are linked to school, program, and/or district goals. The administrator will collect and review sources of data to identify areas of need. These data sources may include but are not limited to standardized measures, state or program assessments, curriculum-based performance assessments, classroom observations, and/or feedback from peers, teachers, students and parents. In setting these goals, individual administrators or a team of administrators may collaborate to analyze the need for consistency across schools. They will then discuss their goal(s) along with a rationale for their goal(s) with their staff and other administrators. By August 15<sup>th</sup> the SIP/PIP will be submitted to the Superintendent.

### SMART Goal Format

Goal is:

- Strategic, Specific, Standards-Based
- Measurable
- Attainable
- Results-Based
- Time Bound





## Appendix G. New Administrators Induction

The Tolland Public Schools recognizes the importance of providing newly appointed administrators with the types of support that enhance their opportunities for success. The newly appointed administrator will follow the evaluative timeline and program for tenured administrators with the following additional requirements and supports.

### Mentoring

A mentor other than the evaluator shall be assigned to each newly appointed administrator to serve as a coach and advisor. The mentor will be an administrator with the experience and skill set to serve as a confidant - providing insight and guidance on a candid and confidential basis.

Mentors for the principals are other principals in the district. The mentors for the assistant principal is another assistant principal or principal in the district. Mentors serve as a resource for the new administrators and provide referrals to other sources of support as needed (i.e. CT State department of education, administrators in other districts, professional organizations, etc.)

### Orientation

The newly appointed administrator shall participate in an induction process that includes an orientation to the philosophy, goals, policies, practices, and expectations of the Tolland Schools. Depending on their specific assignment and professional knowledge, new administrators will also have opportunities to interact with instructional leaders to learn how various curricula, programs, and instructional strategies are linked to student learning outcomes.

#### Step 1: Initial Induction

Once a new administrator is selected he or she is given an internal mentor. This placement should be within 10 days of hire. A mentor outside the district will also be encouraged during the first year of service.

#### Step 2: First Meetings

The mentor will meet/communicate with the beginning administrator at least daily during the first two weeks after the beginning administrator receives and begins the Tolland placement. The focus during these weeks is the general adjustment to this position and assistance with any specific issues or concerns.

#### Step 3: Overall Professional Growth

The new administrator will be encouraged and given opportunities to participate in professional development activities, delivered both within the school district and by external professional organizations. High priority topics will include, but not be limited to:

- Curriculum, Instruction and Assessment including analysis of student work and use of technology in the schools (Standards I, II, III, IV, V, VII, IX, and X\*)
- Supervision, Evaluation and Professional Development including training in the state's beginning teacher induction program and in the teacher evaluation and growth plan (Standards I, II, III, V, VII, IX, and X).
- Strategic Planning/School Improvement (Standards I, II, V, VII, VIII, IX, and X)
- School Culture and Community Relations (Standard VI and XII)
- Organization, Resources, and School Policies (Standard XI)
- Building Project and Facilities Management including furthering the total understanding of school operations. These meetings will take place with the immediate supervisor\*\*. (Standard XI)

\* From Connecticut Standards for School Leaders, Appendix A

\*\* Note: A new administrator's mentor is not their immediate supervisor/evaluator

## **Appendix H. Focused Professional Growth and Intensive Assistance Plans**

### **Focused Professional Growth Plan**

At times, an administrator may need additional structured assistance to improve performance of professional responsibilities. An evaluator, who has concerns about an administrator's performance will meet with the administrator to discuss the data that have prompted this professional judgment. An administrator may be placed on focused professional growth at any time of the year as determined by their evaluator. Both the evaluator and the administrator will document a plan of action to remedy the performance problem. Other administrators may be asked to serve as resource personnel. The plan of action must specifically address the professional growth that must occur over a specified timeline that will be unique to each administrator placed on a Focused Professional Growth Plan, but no longer than 6 consecutive school months.

The Plan will include:

- A list of what must be accomplished from the administrator (Form E)
- An Action Plan (Form F)
- A list of resources available, a list of resources needed to accomplish the goal(s). (Form F)
- A list of dates (at least one per month to review the administrator's progress (including a summative evaluation meeting date). (Form F and Form G)
- A summative evaluation (Form H).

Upon review of progress made toward correcting the problem in the growth areas, the evaluator will make one of the following recommendations:

- If the evaluator determines that the administrator has progressed satisfactorily, the evaluator will return the administrator to normal evaluation.
- If the evaluator determines that the administrator has not progressed satisfactorily, the evaluator will advise that administrator in a formal meeting. The administrator will be advised to have a representative present at the meeting.
- If the administrator is non-tenured and there has not been satisfactory progress, that administrator will be non-renewed.
- If the administrator is tenured and there has not been satisfactory progress at the end of the Focused Growth Plan, that administrator may be placed on the Intensive Assistance Plan.

Should an administrator disagree with the evaluator's assessment, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The evaluated administrator has the right to attach a statement to any evaluation report identifying areas of concern, presenting their perspective. If disagreements cannot be solved in this manner, the administrator can choose to follow the grievance procedure as outlined in the administrator's contract.

## **Intensive Assistance Plan**

When a tenured Tolland Administrator has failed to demonstrate competency against the standard in the Tolland Administrator Professional Growth and Evaluation Program, that administrator may be placed in the Intensive Assistance Plan.

The Intensive Assistance Plan will be initiated for a tenured administrator who has not made adequate progress at the completion of the focused professional growth plan. Under normal circumstances, the Intensive Assistance Plan will be in effect for **no more than 6** consecutive school months.

A review of the Administrator's Professional Growth Plan or an initial discussion should be held between the evaluator and the administrator focusing on areas of concern. The administrator and evaluator will develop an Intensive Assistance Plan. If the administrator refuses to assist in developing the plan, an Intensive Assistance Plan shall be developed by the evaluator and shall include:

- A list of what must be accomplished by the administrator. (Form I)
- An Action Plan. (Form J)
- A list of resources available and a list of resources needed to accomplish the goal(s). (Form J)
- A list of dates (bimonthly) to review the administrator's progress (including a tentative summative evaluation meeting date). (Form J & Form K)
- A summative evaluation. (Form L)

Upon review of the Intensive Assistance Plan and progress towards making progress towards remedying the problem/situation; the evaluator will make one of the following recommendations:

- If the evaluator determines that the administrator has progressed satisfactorily, the evaluator will return the administrator to focused professional growth.
- If the evaluator determines that the administrator has not progressed satisfactorily, the evaluator will advise that administrator in a formal meeting. The administrator will be advised to have a representative present at the meeting. The administrator may face additional disciplinary measures, including non-renewal of their contract.

Should an administrator disagree with the evaluator's assessment, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The evaluated administrator has the right to attach a statement to any evaluation report identifying areas of concern, presenting their perspective. If disagreements can not be resolved in this manner, the administrator can choose to follow the grievance procedure as outlined in the administrator's contract.