Clinton 2014-15 Evaluation & Support Plan

Teacher Evaluation

and

Professional Learning Plan

Clinton Public Schools
Clinton, Connecticut
August 2011
Revised May 2013, July 2014, September 2014

Clinton Public Schools
Teacher Evaluation and Professional Learning Plan

<u>Teacher Evaluation Advisory Committee</u>

Superintendent of Schools

Jack Cross

Assistant Superintendent of Schools

Maryann O'Donnell

Administration

Angela Guarascio, Pierson
Michael Gourdier, Eliot
Keri Hagness, Morgan

School Representatives

Nancy McAllister, Joel
Kristen Yahwak, Pierson
Melissa McIntyre, Pierson
Beverly Bowen, Pierson
Carol Cocores, Eliot
Eileen Bechtel, Eliot
Susan Schreck, Eliot
Christopher Luther, Morgan

Approved by the Board of Education, Clinton, Connecticut
August 16, 2011
Revised for Connecticut's Core Requirements for Educator Evaluation May 2013, July 2014, September 2014

Clinton Public Schools
Teacher Evaluation and Professional Learning Plan

Table of Contents

Teacher Learning, Evaluation & Reflection Cycle

Teacher Learning, Evaluation and Reflection Cycle

Introduction

The Clinton Public Schools has designed a Teacher Evaluation and Professional Learning Plan that links student learning to professional learning and continuous improvement. The Teacher Evaluation and Professional Learning Plan is the result of the collaborative efforts of a committee of Clinton educators, including members of the Education Association of Clinton (EAC), Clinton Administrators Association (CAA), and central office administrators.

The plan was developed in accordance with state statutes and guidelines that include: Connecticut's Common Core of Learning, Connecticut's Common Core of Teaching and Connecticut's Guideline for Educator Evaluation. This plan identifies the performance expectations for teachers that will lead to and provide evidence of student learning and achievement. The plan also outlines the roles and responsibilities of teachers and administrators in each of its three phases (Induction/non-tenured, Growth/tenured and Supervision/intervention).

The Teacher Evaluation and Professional Learning Plan is designed to support continuous teacher learning through systematic and collaborative alignment of professional learning opportunities with district and school goals. Driven by the explicit understanding that student learning and teacher pedagogy (instructional methodology) are directly connected, this plan emphasizes the importance of collaboration and continuous learning for the entire school community as fundamental to improving instructional practice and student performance.

Philosophy

Educators in Clinton are committed to preparing students to learn independently and collaboratively. Student performance is directly related to the educator's ability to articulate learning expectations (what we want students to know and demonstrate), design learning experiences, apply instructional methodologies and evaluate effectiveness. Teacher evaluation must be a collaborative process where supervisors and teachers work together to improve effectiveness by reflecting on evidence of both teacher efficacy and student performance.

Purpose and Guiding Principles

The purpose of the Teacher Evaluation and Professional Learning Plan is to support new educators, sustain high quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators.

Therefore, the Teacher Evaluation and Professional Learning Plan will:

- Structure support for new teachers;
- Enhance the quality of teaching and learning;
- Establish standards of performance and accountability for all certified staff;
- Support an ongoing cycle of action, reflection and adjustment;
- Ensure systemic collaborative opportunities that support teacher learning and foster student learning;
- Establish a method for using multiple sources of data to assess teacher practice (instruction) and teacher performance (demonstration of student learning).

Data Collection

- Participation in Learning Community
- Evidence of Student Learning
- Observation of Instruction
- Observation of Classroom

Improved Student Learning

Implemention of New Learning

Evaluation and Reflection

Professional Learning Plan
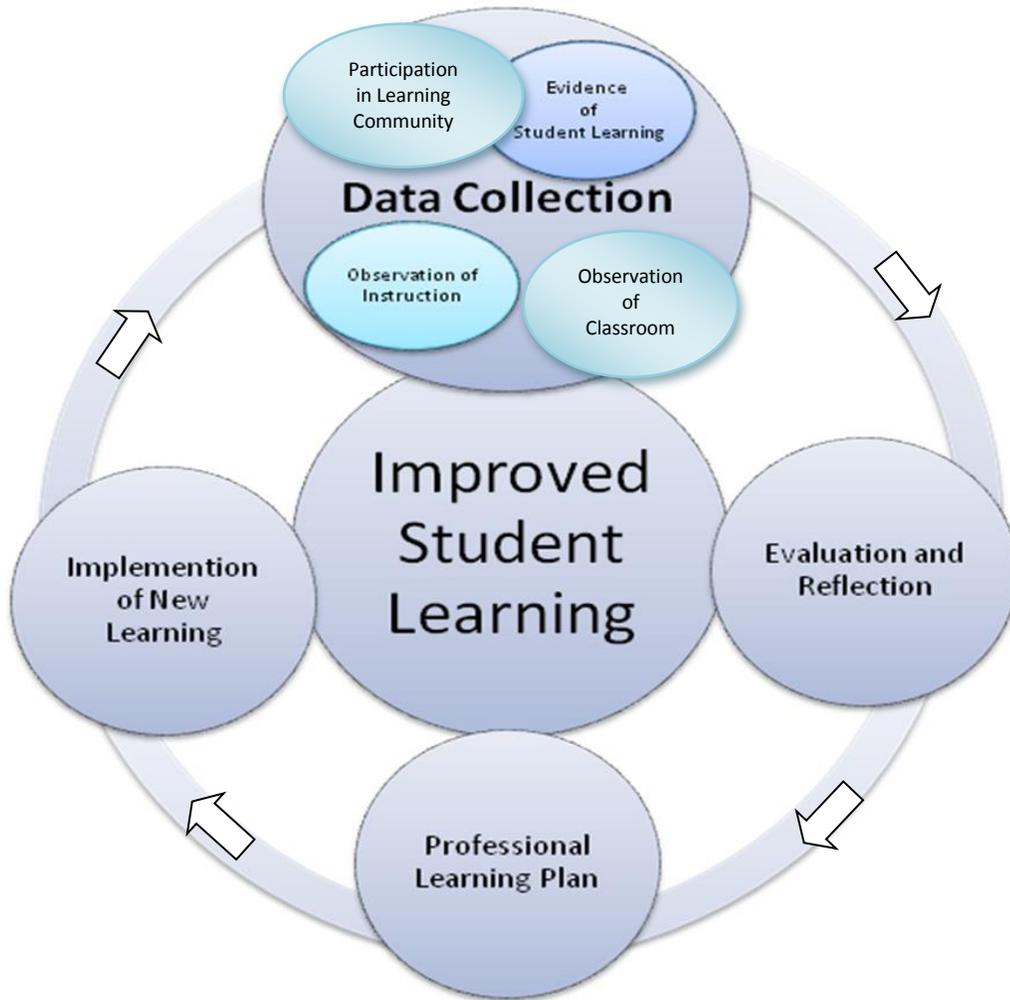
Teacher Learning, Evaluation and Reflection Cycle

System Overview

As illustrated in the **Teacher Learning, Evaluation and Reflection Cycle**, improved student learning is at the center of the district's teacher evaluation and professional development plan. The plan is designed to use multiple measures and data points to ensure a comprehensive portrait of each teacher's performance. Evaluations will consist of two major categories: (A) Teacher Performance and Practice Indicators, and (B) Professional Learning and Student Performance indicators.

Teacher Performance and Practice

Evidence of teacher performance is collected from three broad data points: (A) administrator observation of practice (as described in **Observation Methods for Data Collection**), (B) teacher provided evidence of practice and **Annual Self-Assessment**, and (C) parent feedback on teacher practice. **Teacher Performance and Practice** represents 50% of the teacher's overall rating (40% is based on observation and practice evidence and 10% based on survey feedback evidence).

Professional Learning and Student Performance

Annually, teachers will develop a **Professional Learning Plan** (PLP). The PLP is designed to articulate the direct connection among professional learning, student performance, and teacher practice. Professional learning and student performance is also comprised of three elements: (A) annual Professional Learning Plan that outlines the teacher's professional learning target that is aligned to district and building goals and will directly affect student learning, (B) two student performance goals (one focused on district curriculum, one based on the district's Foundation Skills and Competencies), and (C) data from the results of the **Whole School Student Learning Indicators** for that school year. **Professional Learning and Student Performance** represents 50% of the teacher's overall rating (45% is based on teacher learning goals and student performance goals and 5% is based on the Whole School Student Learning Indicators.)

Orientation and Goal Setting

All teachers in the district will be oriented each year at the opening of school regarding their strand placement and the teacher responsibilities associated with the assigned strand. In addition, as part of the annual process, established meetings will be utilized to develop **Teacher Learning Goals** and **Student Performance Goals**, and to discuss and clarify teacher roles, progress and evidence related to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

Evaluation Strands

The Clinton Public Schools Teacher Evaluation and Professional Learning Plan consists of three strands. The Induction Strand is designed for non-tenured teachers. The Growth Strand is designed for tenured, effective staff. The Supervision Strand is designed for staff members who must address one or more areas of concern and is divided into two levels: Administrative Concern and Intensive Supervision.

Mid-Year Check-in

Between the beginning of December and the end of January, all teachers will complete the mid-year review for each of the three goals established in the Professional Learning Plan. The evaluator will review the goal updates and either the teacher or the evaluator may schedule a meeting for the purpose of explanation, clarification and/or revision.

Summative Rating

Teachers will receive a **Summative Evaluation** from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from **Teacher Performance and Practice** and **Professional Learning and Student Performance.** The evaluation document will be placed in the teacher's personnel file.

Career Development

In order to promote continuous learning, collaboration and reflective practice, all certified staff are afforded numerous opportunities for professional growth and career development. Coaching and mentoring new staff, facilitation of professional learning communities and communities of practice, and developing and presenting professional development workshops are all examples of methods teachers may advance their leadership and growth as educators. In addition, for those appropriately certified, administrative roles may also be considered.

Dispute Resolution and Appeal Process

The appeal process is available to all certified staff. The purpose of teacher evaluation is to support and sustain high quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators. It is expected that most disagreements between evaluator and the educator will be addressed through the normal process outlined in the teacher evaluation plan. In the event that there is a dispute for which the evaluator and the educator cannot agree on objectives, evaluation period, evaluation phase, feedback and/or professional learning plan goals, the educator may submit a formal appeal request to the Superintendent of Schools.

The educator must submit the request within (5) working days after coming to an impasse with the evaluator. The request must clearly state the issues of the disagreement and the particular phase or part of the evaluation process that is open to disagreement. A copy of the appeal request must also be sent to the evaluator.

The Superintendent of Schools will deliver a written decision within ten (10) working days. The decision of the Superintendent is final.

Teacher Expectations and Foundation Skills

Teacher Expectations and Foundation Skills
Domains of Teacher Performance

Domain 1.   <u>**Content and Essential Skills:**</u>

Understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2.   <u>**Classroom Environment, Student Engagement and Commitment to Learning:**</u>

Promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3.   <u>**Planning for Active Learning:**</u>

Plans instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.

Domain 4.   <u>**Instruction for Active Learning:**</u>

Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.

Domain 5.   <u>**Assessment for Learning:**</u>

Use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6.   <u>**Professional Responsibilities and Teacher Leadership:**</u>

Maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Teacher Expectations and Foundation Skills
Domains of Teacher Performance

Domain 1.   <u>**Content and Essential Skills:**</u>

Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.

1.1   Demonstrates proficiency in reading, writing, and mathematics skills.

1.2   Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.

1.3   Uses developmentally appropriate verbal, non-verbal and technological communications.

1.4   Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.

1.5   Demonstrates understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.

1.6   Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

Domain 2. <u>**Classroom Environment, Student Engagement and Commitment to Learning**</u>

Promotes student engagement, independence and interdependence in learning by facilitating a positive learning community.

2.1   Creates a class climate that is responsive to and respectful of the learning needs of students[1] with diverse backgrounds, interests and performance levels.

2.2   Promotes engagement and enthusiasm for learning in the classroom.

2.3   Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.

2.4   Promotes the development and application of appropriate social skills to develop students' social competence[2] and responsible and ethical behavior by using a continuum of proactive strategies[3] that may be individualized to student needs.

2.5   Ensures that appropriate standards of behavior are explicit and applied consistently and with reasonable consequences in order to support a productive learning environment for all students.

2.6   Maximizes the amount of time spent on learning by effectively managing routines and transitions[4], and maintains focus on the learning objectives.

2.7   Establishes a safe, orderly and attractive physical environment that is conducive to learning.

---

[1]   Addressing student learning needs includes **understanding typical and atypical growth and development of PK-12 students including characteristics and functioning of students with disabilities, gifted students, and** English language learners. Teachers understand the impact of culture, language, poverty and environment on the learning needs of students.

[2]   Social competence "is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation." (Boyatzis, Goleman, & Rhee, 2000).

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

[4]   Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

Domain 3. <u>**Planning for Active Learning**</u>**:**

Plans instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.

3.1   Determines students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. [1]

3.2   Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.

3.3   Promotes the development and application of skills with conceptual understanding, and anticipates students' content misconceptions.

3.4   Selects appropriate assessment strategies to monitor ongoing student progress.

3.5   Selects or designs instructional strategies, resources[5] and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.

3.6   Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.

3.7   Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.

3.8   Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse[6] and/or inquiry-based learning[7].

3.9   Includes strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

---

[5]   **Instructional resources** may include materials, technology, and other support personnel such as paraprofessionals, parent volunteers, special service staff, or other educators.

[6]   **Discourse** is defined as the purposeful interaction between and among teachers 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.

[7]   **Inquiry-based learning** is based on a philosophy of constructivism, in which 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.

Domain 4. <u>**Instruction for Active Learning:**</u>

Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future.

4.1   Establishes and communicates clearly defined objectives and long and short-term goals for learning that are linked to district curriculum learning expectations.

4.2   Uses district approved materials and resources that are compatible with student needs and abilities.

4.3   Uses a variety of evidence-based strategies[8] to enable students to apply and construct new learning.

4.4   Uses technological and digital resources strategically to promote learning.

4.5   Leads students to construct meaning through the use of active learning strategies such as purposeful discourse [6] and inquiry-based learning [7].

4.6   Varies the student and teacher roles[9] in ways that develop independence and interdependence with the gradual release of responsibility to students.

4.7   Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.

4.8   Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks.

4.9   Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.

---

[8]   Evidence-based strategies include but are not limited to strategies such as using Creating Independence Through Student owned Strategies (CRISS), Marzano's strategies of identifying similarities and differences; summarizing and note taking; homework and practice; cooperative learning; utilizing questions, cues and advanced organizers; generating & testing hypotheses and other research-based instructional strategies.

[9]   Teachers vary their roles by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.

Domain 5.   <u>**Assessment for Learning**</u>

Uses multiple measures to analyze student performance and inform subsequent planning and instruction.

5.1   Understands the different assessment purposes[10] and types[11] that capture the complexity of student learning across the hierarchy of cognitive skills[12].

5.2   Uses and/or designs a variety of formative[13] and summative[14] assessments that align with district curriculum learning expectations and consider diverse learning styles.

5.3   Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.

5.4   Collaborates with colleagues to review and interpret assessment data and monitor and adjust instruction to ensure students' progress.

5.5   Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.

5.6   Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress.

5.7   Uses academic, behavioral and health data to select and/or design interventions and assist in the development of individualized education programs for students with disabilities.

---

[10] **Assessment purposes** include but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.

[11] **Assessment types** may be created by the teacher or externally produced and include, but are not limited to, observation, functional behavior assessment, performance-based assessment of application of learning, or criterion referenced.

[12] **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to higher order thinking skills:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

[13] **Formative assessments** are designed and scored by an individual teacher or grade level or department team to assess student understanding of particular standards or objectives in order to inform instruction and guide teachers to adjust or differentiate instruction to meet the learner's needs. (Ainsworth, 2006)

[14] **Summative assessments** identify the learner's achievement or progress made at a certain point in time against predetermined criteria.

Teacher Expectations and Foundation Skills
Domains of Teacher Performance

Domain 6. <u>**Professional Responsibilities and Teacher Leadership:**</u>

Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership.

6.1   Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.

6.2   Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of all students.

6.3   Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.

6.4   Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures[15] to support continuous school and district improvement.

6.5   Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.

6.6   Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.

6.7   Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.

6.8   Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology[16] in a professional and ethical manner.

6.9   Maintains high standards for the selection, protection and management of school resources.

---

[15] Organizational structures include, but are not limited to, grade level teams, departments, committees, learning communities, common collaboration or planning time, multidisciplinary teams, etc.
[16] Communication Technology includes, but is not limited to, email, cell phones, text messaging, classroom or work-related websites, blogs, forums, social networking sites or similar online communications.

Domain 6: <u>**Professional Responsibilities and Teacher Leadership**</u>**:** *(continued)*

6.10   Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner.

6.11   Maintains sensitive information with confidentiality.

6.12   Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators[17].

---

[17] The complete **Code of Professional Responsibility for Educators** can be found in Appendix A.

Teacher Evaluation Strands

Teacher Evaluation Strands
The Three Strands

The Clinton Public Schools Teacher Evaluation and Professional Learning Plan consists of three strands. The Induction Strand is designed for non-tenured teachers. The Growth Strand is designed for tenured, effective staff. The Supervision Strand is designed for staff members who must address one or more areas of concern and is divided into two levels: Administrative Concern and Intensive Supervision. Certified Staff will be assigned to a strand and level based upon the definitions that follow.

All teachers in the district will be oriented each year at the opening of school regarding their strand placement and the teacher responsibilities associated with the assigned strand. In addition, as part of the annual process, established meetings will be utilized to develop **Teacher Learning Goals** and **Student Performance Goals**, and to discuss and clarify teacher roles, progress and evidence related to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

1. **Induction Strand:** Non-Tenured Teacher (New Teacher or New to District) who holds an Initial, Provisional or Professional CT Teaching Certificate.

2. **Growth Strand:** Tenured Teacher – who is meeting the district's established practice and performance expectations.

3. **Supervision Strand:** Tenured Teacher – is designed to provide any tenured teacher who is not meeting the district's established practice or performance expectations with additional support and a focused plan for improvement. The teacher, depending on the degree of concern, will either be placed on the Administrative Concern Level or the Intensive Supervision Level and could have their evaluation cycle modified.

   - **Administrative Concern Level**: Teacher continues working in the Growth Strand while addressing a specific, focused concern of the administrator – If adequate growth is not noted, the teacher will be referred to the Superintendent and may be placed on the Intensive Supervision Strand and could have their evaluation cycle modified.

   - **Intensive Supervision Level**: A tenured teacher who is not meeting the district's established proficiency level or who has not demonstrated satisfactory progress or improvement in meeting the district's performance expectations outlined in an Administrative Concern Plan for improvement would be placed on this level. In addition to a Summary Progress Report, the teacher would also receive a Summative Evaluation by the primary evaluator. If adequate improvement is not noted, the teacher's contract could be recommended for termination.

Teacher Evaluation Strands
The Induction Strand

Overview

The *Induction Strand* consists of a single path for all non-tenured teachers. This strand recognizes that new teachers and teachers new to the District need ongoing guidance and support. It also recognizes that new teachers need to devote the vast majority of their time to becoming familiar with the curriculum and standards of the District, as well as the driving forces and unifying principles of the Clinton Public Schools.

Initial Educator Certificate

The *Induction Strand* is designed for newly hired staff possessing the ***Initial Educator Certificate*** and participating in the TEAM program. During their first two years of teaching, they are assigned a mentor who provides support and works with them on completing the required TEAM modules. Upon successful completion of the TEAM program, the State of Connecticut grants a Provisional Certificate.

Actions to be Taken	Timeframe	Additional Notes
TEAM mentor assigned to teacher	Within 10 school days	TEAM mentors are assigned for the first 2 years
Classroom Observation	Within first 30 days in year 1 only. Years 2-4: Between September and May	At least one required in years 1 & 2 and at least two required in years 3 & 4
Annual Self-Assessment Tool	Fall of Year 1 in the district and at the end of each year.	Completed by the teacher at the beginning of Year 1 in the district and at the end of each year, and shared with evaluator during Summative Year Meeting.
TEAM	Jan 15th and May 30th for TEAM modules	TEAM for all Initial Certificated Teachers
Goal Setting and Professional Learning Plan	1st Monday in October and May 15th for Professional Learning Plan	Professional Learning Plan will include two student performance goals and one teacher learning goal.
Clinical Observations (requires pre and post observation conferences)	Year 1 & 2: By Jan 15th and May 15th	Year 1 & 2: At least 2 required
Walk-Throughs	Between September and May	At least 3 required
Mid-year Check-ins	Between December and end of January	Teachers submit a mid-year goal update
Additional Data Collected and Reviewed	As needed between September and May	Shared with teacher and included in Summative Evaluation
Summative Evaluation Meeting	In advance of scheduled Summative Evaluation (as mutually arranged)	Review draft Summative Evaluation and preliminary ratings
Summative Evaluation Produced	By last week of school	Summative Evaluation presented and shared with teacher

Teacher Evaluation Strands
The Induction Strand

<u>Guidelines and Expectations</u>

- ➢ All teachers new to the district begin on Year 1 of the induction strand.

- ➢ The teacher is assigned a TEAM mentor who aides him/her in developing mastery in the **Clinton Public Schools Teacher Expectations and Foundation Skills** as outlined in the six Domains of Teacher Performance, facilitates the teacher in completion of TEAM requirements as applicable, and assists the teacher in becoming familiar with school and district procedures and expectations.

- ➢ Teachers with an Initial certificate complete the Annual Self Assessment Tool in the fall of their first year in the district, and again at the end of the first year and each subsequent year. This tool identifies perceived strengths and weaknesses in relation to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

- ➢ The teacher and evaluator work collaboratively to develop a **Professional Learning Plan** that establishes two student performance goals (Curriculum-based and Foundation Skills and Competencies) and one teacher learning goal, and outlines actions to be taken to successfully implement the goals and assess results.

- ➢ The teacher is given the opportunity to participate in a variety of professional development activities which may include, but are not limited to: orientation programs, in-service day workshops, in-service courses, State Department sponsored workshops, peer observation, and support from District administrators and curriculum experts.

- ➢ Clinical and Classroom Observations are followed by written feedback and a conference between the teacher and evaluator as required or requested.

- ➢ Between the beginning of December and the end of January, teachers complete a Mid-year Goal Review. The evaluator will review the goal update and either teacher or evaluator may schedule a meeting for the purpose of explanation, clarification and/or revision.

- ➢ The teacher works closely with his/her evaluator to discuss instructional practice and develop recommendations for growth.

- ➢ The primary evaluator and the teacher independently prepare "draft" Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

- ➢ The teacher receives a **Summative Evaluation** from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice indicators and Professional Learning and Student Performance indicators. The **Summative Evaluation** document and rating will be placed in the teachers personnel file.

Guidelines and Expectations *(continued)*

➢ The teacher receives the **Annual Rating Tool Guide** that delineates the ratings within **Teacher Performance and Practice** and **Professional Learning and Student Performance**, as well as the **Teacher Evaluation Overall Rating** for that year.

➢ In the event that a teacher receives an overall performance and practice rating below proficient, the subsequent year's observations and teacher learning goal (PLP) will target the areas of concern.

➢ The teacher continues on this level as long as they meet effective performance established by the **Clinton Public Schools Teacher Evaluation Plan** as outlined in the **Teacher Performance Rubric** until he/she achieves tenure.

➢ In the event that a teacher does not meet effective performance established by the **Clinton Public Schools Teacher Evaluation Plan** as outlined in the **Teacher Performance Rubric**, the Superintendent reserves the right to initiate non-renewal.

Teacher Evaluation Strands
The Induction Strand

Provisional or Professional Certificate

The *Induction Strand* is also designed for teachers new to Clinton who have a ***Provisional Certificate or Professional Educator Certificate***, but who do not hold tenure in Clinton Public Schools. These experienced teachers will be placed on this strand until they achieve tenure.

Actions to be Taken	Timeframe	Additional Notes
Mentor assigned to teacher	Within 10 school days	Non-TEAM mentors are assigned for 1 year
Classroom Observation	Within first 30 days in year 1 only. Years 2-4: Between September and May	At least one required in years 1 & 2 and at least two required in years 3 & 4
Goal Setting and Professional Learning Plan	1st Monday in October and May 15th for Professional Learning Plan	Professional Learning Plan will include two student performance goals and one teacher learning goal, for all Provisional or Professional Certificated Teachers
Clinical Observations (requires pre and post observation conferences)	Year 1 & 2: By Jan 15th and May 15th	Year 1 & 2: At least 2 required
Walk-Throughs	Between September and May	At least 3 required
Additional Data Collected and Reviewed	As needed between September and May	Shared with teacher and included in Summative Evaluation
Mid-year Check-ins	Between December and end of January	Teachers submit a mid-year goal update
Annual Self-Assessment Tool	At the beginning of Year 1 and at the end of each year	Completed by the teacher annually at the end of each year and shared with evaluator during Summative Year Meeting.
Summative Evaluation Meeting	In advance of scheduled Summative Evaluation (as mutually arranged)	Review draft Summative Evaluation and preliminary ratings
Summative Evaluation Produced	By last week of school	Summative Evaluation presented and shared with teacher

Guidelines and Expectations

➤ All teachers new to the district begin on Year 1 of the induction strand.

➤ The teacher is assigned a mentor who aides him/her in developing mastery in the **Clinton Public Schools Teacher Expectations and Foundation Skills** as outlined in the six Domains of Teacher Performance, and assists the teacher in becoming familiar with school and district procedures and expectations.

Teacher Evaluation Strands
The Induction Strand

Guidelines and Expectations *(continued)*

➢ The teacher and evaluator work collaboratively to identify at least one Teacher Learning Goal and two Student Performance Goals (Curriculum-based, Foundation Skills and Competencies) that are connected and linked to district and building goals, and to develop a **Professional Learning Plan** that outlines actions to be taken to successfully implement the goals and assess the results.

➢ The teacher is given the opportunity to participate in a variety of professional development activities which may include, but are not limited to: orientation programs, in-service day workshops, in-service courses, State Department sponsored workshops, peer observation, and support from District administrators and curriculum experts.

➢ Clinical and Classroom Observations are followed by written feedback and a conference between the teacher and evaluator as required or requested.

➢ Between the beginning of December and the end of January teachers complete a Mid-year Goal Review. The evaluator will review the goal update and either teacher or evaluator may schedule a meeting for the purpose of explanation clarification and/or revision.

➢ The teacher works closely with his/her evaluator to discuss instructional practice and develop recommendations for growth.

➢ The primary evaluator and the teacher independently prepare "draft" Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

➢ Teachers with a Provisional or Professional certificate complete the **Annual Self Assessment Tool** upon entry into the district and at the end of each subsequent year. This tool identifies perceived strengths and weaknesses in relation to the Clinton Public Schools Teacher Expectations and Foundation Skills as outlined in the six Domains of Teacher Performance.

➢ The teacher receives a **Summative Evaluation** from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice indicators and Professional Learning and Student Performance indicators. The **Summative Evaluation** document and rating will be placed in the teachers personnel file.

➢ The teacher receives the **Annual Rating Tool Guide** that delineates the ratings within **Teacher Performance and Practice** and **Professional Learning and Student Performance**, as well as the **Teacher Evaluation Overall Rating** for that year.

➢ In the event that a teacher receives an overall performance and practice rating below proficient, the subsequent year's observations and teacher learning goal (PLP) will target the areas of concern.

➢ The teacher continues on this level as long as they meet effective performance established by the **Clinton Public Schools Teacher Evaluation Plan** as outlined in the **Teacher Performance Rubric** until he/she achieves tenure.

➢ In the event that a teacher does not meet effective performance established by the **Clinton Public Schools Teacher Evaluation Plan** as outlined in the **Teacher Performance Rubric** the Superintendent reserves the right to initiate non-renewal.

Teacher Evaluation Strands
The Growth Strand

Overview

The *Growth Strand* is designed to meet the needs of the tenured teacher and to encourage a teacher to become a reflective practitioner. This strand is designed for all tenured teachers and consists of a three-year data-collection cycle, with annual observations, that culminates with a Summative Evaluation produced in the final year of the cycle.

Actions to be Taken	Timeframe	Additional Notes
Teacher placed on designated cycle year (1-3) of three-year cycle	Cycle placement confirmed annually within the first ten days of school	Teachers are placed on a designated cycle year with year 3 as the Summative Year
Classroom Observations	Throughout the 3-year cycle with at least one in the Summative Year	At least 3 required
Goal Setting and Professional Learning Plan	Annually on 1st Monday in October and May 15th for Professional Learning Plan	Professional Learning Plan will include two student performance goals and one teacher learning goal, for all Provisional or Professional Certificated Teachers
Walk-Throughs	Throughout the 3-year cycle	At least 10 required
Additional Data Collected and Reviewed	Throughout the 3-year cycle	Collected by teacher and administrators and shared prior to the Summative Evaluation
Mid-year Check-ins	December and end of January	Teachers submit a mid-year goal update
Annual Self Assessment	Annually by June 1st	Maintained by teacher and shared at Summative Year Meeting; used to set focus for Professional Learning Plans
Summative Year Meeting	By October 15th of Summative Year	Review of 2 Annual Self-Assessments and Administrator Feedback to set stage for Summative Year Evaluation
Summative Evaluation Meeting	In advance of scheduled Summative Evaluation (as mutually arranged)	Review draft Summative Evaluation and preliminary ratings
Summative Evaluation Produced	By last week of school in Summative/Final year	Summative Evaluation presented and shared with teacher

Guidelines and Expectations

> ➢ The teacher is initially placed on one of the cycle years by the evaluator with the intent to maintain an appropriate balance of teachers on each year of the 3-year cycle. Each subsequent year, the teacher will move to the next step in the cycle sequence.

Guidelines and Expectations *(continued)*

➢ The teacher and evaluator work collaboratively to identify at least one Teacher Learning Goal and two Student Performance Goals (Curriculum-based, Foundation Skills and Competencies) that are connected and linked to district and building goals, and Self-Assessments, in order to develop a **Professional Learning Plan** that outlines actions to be taken to successfully implement the goals and assess the results.

➢ The **Professional Learning Plan**, upon approval of the evaluator, may be a single or multi-year plan and can involve individual work or a collaborative effort with a professional learning team.

➢ Classroom observations are followed by written feedback and a conference between the teacher and evaluator if requested by either party.

➢ Each year, between the beginning of December and the end of January teachers complete a Mid-year Goal Review. The evaluator will review the goal update and either teacher or evaluator may schedule a meeting for the purpose of explanation clarification and/or revision.

➢ Each teacher completes the **Annual Self-Assessment Tool** at the end of each year that identifies perceived strengths and weaknesses in relation to the **Clinton Public Schools Teacher Expectations and Foundation Skills** as outlined in the **Teacher Performance Rubric**.

➢ At the end of each year, the teacher will write a reflection and a summary of his or her **Professional Learning Plan**.

➢ The primary evaluator and the teacher independently prepare "draft" Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

➢ At the end of the Summative Year of the 3-year cycle, the teacher receives a **Summative Evaluation** from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from **Teacher Performance and Practice** indicators and **Professional Learning and Student Performance indicators**. This **Summative Evaluation** document and rating will be placed in the teacher's personnel file.

➢ At the end of each year, the teacher receives the **Annual Rating Tool Guide** that delineates the ratings within **Teacher Performance and Practice** and **Professional Learning and Student Performance**, as well as the **Teacher Evaluation Overall Rating** for that year.

➢ The teacher continues on a new 3-year **Growth Strand** cycle as long as they continue to demonstrate effective performance established by the **Clinton Public Schools Teacher Evaluation Plan** and delineated in the **Teacher Performance Rubric**.

➢ In the event that a teacher does not meet effective performance standards as established by the **Clinton Public Schools Teacher Evaluation Plan** and outlined in the **Teacher Performance Rubric** the Superintendent reserves the right to place the teacher on the **Supervision Strand**.

Teacher Evaluation Strands
The Supervision Strand

Overview

The Supervision Strand is designed for tenured teachers and consists of two separate and distinct parts: *Administrative Concern Level* and *Intensive Supervision Level*.

The *Administrative Concern Level* is designed for a teacher who does not demonstrate proficiency in meeting the Clinton Public Schools Teacher Expectations and Foundations Skills as outlined in the six Domains of Teacher Performance. With additional awareness, focus, and support, it is anticipated that the teacher will successfully address the areas of concern.

Administrative Concern Level

Actions to be Taken	Timeframe	Additional Notes
Administrative consultation with Superintendent	Anytime	
Notification of placement on the Administrative Concern Level	Anytime	Notice of Administrative Concern Placement Form presented to teacher
Administrative Concern Action Plan Developed	Within 10 school days of notification of Administrative Concern	Administrator and Teacher develop to address performance concerns
Clinical/Classroom Observations	As needed or outlined in the Action Plan	Notes and results are shared with teacher
Additional Data Collected and Reviewed	As needed or outlined in the Action Plan	Notes and results are shared between teacher and evaluator
Summary Report on Progress	As outlined in the Action Plan Timeline or by the last day of school	Summary Report presented and shared with teacher

Guidelines and Expectations

➢ An administrator, following consultation with the Superintendent, may place a teacher on the Administrative Concern Level at any time.

➢ A teacher may be placed on the Administrative Concern Level for up to 45 school days. This time period may be extended for up to an additional 45 school days as determined by the administrator.

➢ The teacher is expected to work cooperatively with his/her administrator to successfully address the concerns.

➢ The Administrative Concern Action Plan will identify the area(s) requiring additional focus and/or growth, develop a plan to remediate the concern(s), and develop a timeline for achieving outcome(s). Teachers placed on an Administrative Concern plan will have the opportunity for a bargaining unit representative to participate in the plan development.

➢ The plan will specify the data required as evidence that the teacher has remediated the area(s) of concern.

➢ The date for the Summary Progress Report should be clearly stated in the Administrative Concern Action Plan.

Guidelines and Expectations *(continued)*

➢ The Summary Progress Report is placed in the teacher's supervisory file, personnel file and a copy is provided to the teacher.

➢ During the period of time the teacher is on Administrative Concern Level, he/she will continue on the Growth Strand.

➢ A teacher who has not attained a satisfactory level of performance within the allotted time will be referred to the Superintendent with a recommendation to extend the Administrative Concern Plan, be placed on the Intensive Supervision Strand and/or, have their evaluation cycle modified.

Overview

The *Intensive Supervision Level* is designed for a teacher who has not demonstrated adequate improvement while on an Administrative Concern Plan or has not met the district's established proficiency standard of the Clinton Public Schools Teacher Expectations and Foundations Skills as outlined in the Teacher Performance Rubric. The Intensive Supervision Level will focus on those specific areas where the teacher has not demonstrated satisfactory performance with the expectation that the areas of concern will be remediated in a defined period of time. In addition to a Summary Progress Report, the teacher will also receive a Summative Evaluation by their primary evaluator.

Intensive Supervision Level

Actions to be Taken	Timeframe	Additional Notes
Administrative consultation with Superintendent	Anytime	
Notification of placement on the Intensive Supervision Level	Anytime	Notice of Transfer/Assignment to Intensive Supervision Placement Form presented to teacher
Intensive Supervision Action Plan Developed	Within 10 school days of notification of Intensive Supervision	Administrator and Teacher develop Action Plan to address performance concerns
Clinical/Classroom Observations	As needed or outlined in the Action Plan	Notes and results are shared with teacher
Additional Data Collected and Reviewed	As needed or outlined in the Action Plan	Notes and results are shared between teacher and administrator
Summary Report on Progress	As outlined in the Action Plan Timeline or minimally by the end of 45 school days	Summary Report presented and shared with teacher
Summative Evaluation Meeting	In advance of scheduled Summative Evaluation (as mutually arranged)	Review draft Summative Evaluation and preliminary ratings
Summative Evaluation Produced	By the last week of school	Summative Evaluation presented and shared with teacher

Intensive Supervision Level *(continued)*

Guidelines and Expectations

- ➢ An administrator, following consultation with the Superintendent, may place a teacher on the Intensive Supervision Level at any time.

- ➢ A teacher may be placed on the Intensive Supervision Level until a satisfactory level of performance is met, or for up to one year.

- ➢ The teacher is expected to work cooperatively with his/her administrator to successfully address the concern.

- ➢ The Intensive Supervision Plan will identify all the specific areas of deficiency.

- ➢ The specific objectives and strategies to achieve the expectations are clearly delineated and prioritized in the Intensive Supervision Action Plan, including a program of observations. Teachers placed on an Intensive Supervision plan will have the opportunity of a bargaining unit representative to participate in the plan development.

- ➢ The teacher is offered specific professional development activities that directly relate to the areas identified as needing focus and growth. These include professional conferences or workshops, working with a colleague, or another appropriate activity designed by the evaluator.

- ➢ Methods for collecting data that will provide the evidence that the teacher has reached the acceptable level of proficiency in the areas that the teacher is deficient will be identified in the Action Plan. (Examples of these evidentiary pieces may include, but are not limited to, unit plans; daily lesson plans; student work; student performance data on quizzes, tests, and performance tasks; reflection of student achievement; and reports requested by the administration.)

- ➢ The dates for the Summary Progress Report should be clearly stated in the Intensive Supervision Plan.

- ➢ The Summary Progress Report is placed in the teacher's supervisory and personnel file.

- ➢ The primary evaluator and the teacher independently prepare "draft" Summative Evaluations with respective ratings. These drafts should be exchanged 48 hours in advance of a scheduled summative evaluation meeting. The summative evaluation meeting is designed to allow both the teacher and the primary evaluator to review evidence and finalize ratings.

- ➢ The teacher receives a **Summative Evaluation** from the primary evaluator following the guidelines established in the evaluation plan. A summative rating will be established based on evidence from Teacher Performance and Practice (including the Summary Progress Report) and Professional Learning and Student Performance. This document will be placed in the teacher's personnel file.

Intensive Supervision Level *(continued)*

<u>**Guidelines and Expectations**</u> *(continued)*

- ➢ A teacher who attains an effective performance rating (proficient in both Teacher Performance and Practice and Professional Learning and Student Performance) will remain on a **Summative Evaluation** cycle for an additional year in order to demonstrate effective performance independently for a subsequent year.

- ➢ A teacher who does not attain an effective performance level within the allotted time will be referred to the Superintendent for further action, and may result in termination.

- ➢ In the event that a teacher has been placed on the Intensive Supervision Level more than once, the Superintendent reserves the right to initiate termination.

Explanation of Evaluation Components

Path 1 **INDUCTION STRAND *** **Non-Tenured Teachers**	Path 2 **GROWTH STRAND **** **Tenured Teachers**
Who: Certified staff in their first two or four years in the district	**Who:** Tenured staff who continue to demonstrate effective performance
Year 1 & 2: ➤ Goal Setting/Professional Learning Plan 　(1st Monday in Oct & May 15th) ➤ At least 1 Classroom Observation (1st 30 days and Year 1) ➤ At least 2 Clinical Observations (Jan 15th & May 15th) ➤ At least 3 Walk-Throughs ➤ Teachers collect evidence for indicators ➤ Annual Self-Assessment Tool (by Oct.15th and again prior to Summative Evaluation Meeting) ➤ Administrators collect evidence for indicators ➤ Mid-year Check-ins (Dec. – Jan) ➤ Summative Evaluation Meeting ➤ **Summative Evaluation Produced** (by last week of school) ➤ **Annual Rating Tool Completed** (by last week of school) **Years 3 & 4:** ➤ Goal Setting /Professional Learning Plan 　(1st Monday in Oct & May 15th) ➤ At least 2 Classroom Observations ➤ At least 3 Walk-Throughs ➤ Teachers collect evidence for indicators ➤ Annual Self-Assessment Tool (prior to the Summative Evaluation Meeting) ➤ Administrators collect evidence for indicators ➤ Mid-year Check-ins (Dec. – Jan) ➤ Summative Evaluation Meeting (in advance of final Summative Evaluation) ➤ **Summative Evaluation Produced** (by last week of school) ➤ **Annual Rating Tool Completed** (by last week of school)	**Three-Year Cycle:** ➤ Annual Goal Setting /Professional Learning Plan 　(1st Monday in Oct & May 15th) ➤ 3 Classroom Observations (at least one in Final Year) ➤ 10 Walk-Throughs ➤ Teachers collect evidence for indicators ➤ Annual Self-Assessment Tool (June 1st) ➤ Administrators collect evidence for indicators ➤ Summative Year Meeting (Oct 15th) ➤ Annual Mid-year Check-ins (Dec. – Jan) ➤ Summative Evaluation Meeting (in advance of final Summative Evaluation) ➤ **Summative Evaluation Produced In Final Year of the Cycle** (by last week of school) ➤ **Annual Rating Tool Completed** (by last week of school)

* In the instance where a teacher receives a rating below proficient in the previous year, at least two of the observations will include a pre-conference as part of the process.

* In the instance where a teacher receives a rating below proficient in the previous year, additional support will be provided through the Supervision Strand and at least two of the observations will include a pre-conference as part of the plan.

Explanation of Evaluation Components

The Clinton Public Schools Teacher Evaluation Plan is designed to use multiple methods and data points for assessing teacher effectiveness. Evaluations will consist of two major categories: (A) **Teacher Performance and Practice** indicators, and (B) **Professional Learning and Student Performance** indicators. The following explanations are provided below to define terms used throughout the plan and to clarify how the various methods of data collection will be used to document teacher pedagogical efficacy and effectiveness in improving student performance.

TEACHER PERFORMANCE AND PRACTICE (50%)

Observation Methods for Data Collection (40%):

Classroom Walk-Through: A classroom walk-through fulfills the state criteria of a clinical observation and is designed to provide an evaluator a focused, short visit to a classroom, usually a duration of 10-15 minutes. The Classroom Walk-through Tool is provided to evaluators to guide the focus of the short time in the classroom and to provide written feedback to teachers about the visit. The evaluator maintains a copy of this form, and a second copy is provided to the teacher following the walk-through. A follow-up is not mandatory, but may be requested by the evaluator or the teacher.

Classroom Observation: A classroom observation is a classroom visit by an evaluator that is at least 20 minutes in length. A classroom observation is generally unannounced and does not require a pre-observation conference between the teacher and the evaluator. Feedback from an observation is provided to the teacher through use of the Observation Tool. The evaluator will maintain the Observation Tool, and a copy will be provided to the teacher following the classroom observation. A post-observation conference is not mandatory, but may be requested by the evaluator or the teacher.

Clinical Observation: A clinical observation is a classroom visit by an evaluator that spans the entire length of the lesson and requires a pre-observation and post-observation conference between the teacher and the evaluator. The Pre-Observation Tool is completed by the teacher and reviewed with the evaluator in the pre-observation conference. A clinical observation is conducted and feedback from the observation is provided to the teacher using the Observation Tool. A Post-Observation conference follows and allows for the evaluator and teacher to discuss the lesson that was observed. Summary discussion points in the post-observation conference are documented and recorded on the applicable section of the Observation Tool. The evaluator will maintain the forms utilized in the clinical observation process, with copies provided to the teacher following the post-observation conference.

Annual Self-Assessment Tool: This is a rubric for the six domains that provides specific levels of performance for each indicator in the Clinton Public Schools Teacher Expectations and Foundation Skills document. Teachers will utilize the rubric to identify their level of performance on the continuum in order to guide professional learning and assess growth. All teachers are expected to complete the Self-Assessment Tool annually. The form shall be maintained by the teacher and shared at the Summative Year Meeting and the Summative Evaluation Meeting.

Review of Practice: The elements, for the purpose of review of practice, are defined in Domain 6: Professional Responsibilities and Teacher Leadership of the CPS Teacher Expectations and Foundation Skills. Evidence is collected on an ongoing basis through the Annual Self-Assessment Review, Summative Year Meeting and Summative Evaluation Meeting.

Parent Feedback on Teacher Practice (10%):

Parent Feedback on Teacher Practice: Parent feedback is an important component of the Teacher Performance and Practice Rating. Parent feedback will be elicited though an anonymous survey tool that

is reliable and valid. District level teams and administrators will review the survey and use data to guide the development of district and school goals. Each school will establish a goal specific to addressing an area of need and expectations for meeting the goal related to the parent feedback. All teachers at that school will identify and implement strategies to bring about improvement towards the established goal. Teachers will provide evidence of strategies utilized to meet this goal. A rating will be assigned based on the level of attainment.

PROFESSIONAL LEARNING AND STUDENT PERFORMANCE (50%)

Professional Learning and Student Performance Goals (45%):
Professional Learning Plan: All teachers will create an annual Professional Learning Plan (PLP). This Professional Learning Plan has three goal requirements. All teachers will establish at least one professional learning goal that is aligned to the district and building goals and that will directly influence student learning. In addition, all teachers will develop two student performance goals. One student performance goal will focus on developing students' understanding of a broad concept of the discipline (enduring understanding/essential questions). The second goal will focus on developing students' capacity with the district's Foundation Skills and Competencies. Professional Learning Plans will be submitted in the fall and approved by the evaluator. Teachers will submit a mid-year goal review between December and the end of January. A meeting may be scheduled for the purpose of explanation, clarification and/or revision. At the end of the school year, teachers will submit the completed form with an explanation of results, reflection and application.

Whole School Student Learning Indicators (5%):
Whole School Student Learning Indicators: Ratings will be assigned based on the aggregate rating for multiple student learning indicators for each school.

DOCUMENTATION OF TEACHER EFFECTIVENESS

Summative Year Meeting: This meeting occurs at the beginning of the third year of the three-year evaluation cycle for teachers in the **Growth Strand**. Teachers are expected to bring all Professional Learning Plans and Annual Self-Assessments to share and discuss with evaluators. Specific areas of focus for the final year of the evaluation cycle are established at this meeting in order to ensure a thorough and complete assessment of the teacher's performance.

Summative Evaluation Meeting: The primary evaluator establishes a date for the Summative Evaluation meeting. The primary evaluator and the teacher independently prepare draft summative evaluations with respective performance ratings as outlined in the Domains of Teacher Performance. The draft evaluations should incorporate talking points that summarize specific evidence of performance and should reflect the use of the Clinton Public Schools Teacher Performance Rubrics as a guide for providing evidence related to levels of performance. The teacher and the primary evaluator should exchange drafts no less than 48 hours prior to the established Summative evaluation meeting. The purpose of this meeting is to review and discuss ratings for both Teacher Performance and Practice and Professional Learning and Student Performance, and the supporting evidence.

Written Evaluation: A written evaluation is completed annually for all teachers on the Induction Strand and triennially for all teachers on the Growth Strand. The written evaluation is completed using the Summative Evaluation form with input from the evaluator and the teacher. Data is collected from the clinical and classroom observations, walk-throughs, summative year meeting, annual self-reflections and the professional learning plans as applicable.

Annual Rating: Each teacher is assigned a rating based on all the indicators in the **Teacher Performance and Practice (50%)** and **Professional Learning and Student Performance (50%)** components of this plan.

Professional Learning Plans

Professional Learning Plan: All teachers will create an annual Professional Learning Plan (PLP). This plan will require teachers to examine the district and building goals, the District Foundation Skills and Competencies, as well as the six domains of the Clinton Public Schools Teacher Expectations and Foundation Skills. Teachers will identify at least one goal specific to professional learning that will positively impact student learning and two student performance goals (Curriculum-based and Foundation Skills and Competencies). The curriculum-based goal will focus on developing students' understanding of a broad concept of the discipline (enduring understanding/essential questions). The second student performance goal will be aligned to the district's Foundation Skills and Competencies. The two student performance driven goals should be seen as components of instruction where the teacher can identify instructional practices that will be employed, as well as multiple means of assessing students' demonstration of understanding. While traditional paper and pencil assessments can and should be used, alternative forms of assessment including performance-based assessments must be used as evidence that students have met the Clinton performance expectation. Standardized assessments, when applicable, will be used as a measure of student performance. Professional Learning Plans will be submitted by the first Monday in October and approved by the evaluator. Teachers will submit a mid-year goal review between December and the end of January. By May 15th, teachers will submit the completed form, which includes an explanation of results, reflection and application. The primary evaluator will assign a rating based on the evidence of growth in student performance and evaluation of the entire plan utilizing the Professional Learning Plan Assessment Rubric.

Guidelines & Expectations:

1) All teachers will complete a Professional Learning Plan.
2) The Professional Learning Plan is separate from, although linked to, Building and District Goals and Initiatives.
3) Professional Learning Plans will be focused on teacher learning, student learning and student performance.
4) Teacher learning goals must be specific, connected to the student performance goals, and must include methods for assessing attainment and implementation.
5) Student performance goals must define specific student learning targets and methods for measuring student growth including the use of performance tasks, curriculum-based common assessments, and standardized assessments (as available).
6) The District is committed to ensuring that Professional Development time is designated to Professional Learning Plans.
7) The Professional Learning Plan will be used as part of the Summative Evaluation and will serve as the basis for 45% of the summative rating (Professional Learning and Student Performance).

District Goals	• Driving Forces & Unifying Principles • Foundation Skills & Competencies
Building Goals & Initiatives	• Professional Development • Parent Feedback • School Performance Index

Professional Learning Plans	• Teacher Learning Goals
	• Student Perfomance Goals
	  • Curriculum-based
	  • Foundation Skills & Competencies

Teacher Evaluation Forms

DOMAIN 1: Content and Essential Skills
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher_____   Year _____ _____ _____

Domain 1: Content and Essential Skills: Understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

CPS Indicators	Continuum of Effective Teaching			
1.1 Demonstrates proficiency in reading, writing, and mathematics skills.	o Submits reports, grades, records and correspondence with numerous grammatical and/or mathematical errors. o Frequently makes mistakes in reading, writing and mathematics in the context of teaching or communicating with parents and/or the community.	o Submits reports, grades, records and correspondence with grammatical and/or mathematical errors. o Makes mistakes in reading, writing and mathematics in the context of teaching or communicating with parents and/or the community.	o Consistently submits reports, grades, records and correspondence that are grammatically correct and with no calculation errors. o Uses reading and writing skills to clearly communicate with students, colleagues and/or parents.	o NA

Notes:

CPS Indicators				
1.2 Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.	o Makes content errors and/or does not correct content errors that students make. o Demonstrates minimal understanding and knowledge of the district's adopted curriculum documents and standards.	o Demonstrates basic content knowledge with few content errors, but cannot always articulate connections with other parts of the district curriculum to help students gain understanding of the content.	o Demonstrates solid content knowledge and consistently makes connections between the content and other parts of the district curriculum.	o Demonstrates extensive content knowledge with evidence of continuing pursuit of knowledge and best practices. o Is fluid in the understanding and teaching of the district curriculum standards.

Notes:

DOMAIN 1: Content and Essential Skills
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

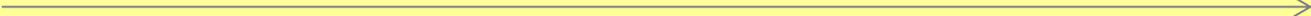| CPS Indicators	Continuum of Effective Teaching			
1.3 Uses developmentally appropriate verbal, non-verbal and technological communications.	o Often presents material in a confusing way, using language that is inappropriate for the student audience.	o Material presented is sometimes unclear due to confusing or inappropriate language or explanations, or through the choice of method for communicating.	o Understands child development and how students learn and presents material in a way that uses clear explanations, appropriate language, and methods of communication that support understanding.	o Always presents material clearly and explicitly, with well-chosen examples and appropriate language, and utilizes a communication method that enhances understanding.

Notes:

CPS Indicators	Continuum of Effective Teaching			
1.4 Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.	o Does not utilize computer technology or other digital communication techniques. There is no evidence of the integration of technological or digital resources utilized in the classroom.	o Utilizes basic electronic communication, but does not incorporate technology into classroom instruction.	o Effectively utilizes electronic communication methods and explores and integrates various technological and digital resources (interactive boards, online resources, computers) into classroom instruction and student activities.	o Effectively utilizes a variety of electronic communication methods and explores, chooses and integrates technological and digital resources that are appropriate to the activity/instruction and promote and enhance the learning experience for students.

Notes:

CPS Indicators	Continuum of Effective Teaching			
1.5 Demonstrates understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.	o Does not attempt to make appropriate applications of reading and writing skills in the content area.	o Embeds content literacy skills into the content area on a limited basis without a clear connection or understanding of how it enhances student learning.	o Integrates content literacy skills into the curriculum to deliver the core content in a way that enhances overall student learning and skill development.	o Integrates content literacy skills into the curriculum on a regular basis in order to enhance the core content. Seeks out resource support so the integration is relevant, accurate, and commensurate to student ability.

DOMAIN 1: Content and Essential Skills
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching →			
Notes:				
1.6 Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	o Does not attempt to make appropriate applications of numeracy, mathematical and analytical skills in the content area.	o Embeds numeracy, mathematical and analytical skills in the content area on a limited basis without a clear connection or understanding of how it enhances student learning.	o Integrates numeracy, mathematical and analytical skills into the curriculum to deliver the core content in a way that enhances overall student learning and skill development.	o Integrates numeracy, mathematical and analytical skills into the curriculum on a regular basis in order to enhance the core content. The teacher seeks out resource support so the integration is relevant, accurate, and commensurate to student ability.

DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher_____   Year _____ _____ _____

Domain 2: Classroom Environment, Student Engagement and Commitment to Learning: Promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

CPS Indicators	Continuum of Effective Teaching			
2.1 Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	o Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences. o Little indication that the teacher considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. o Does not consistently address students in a respectful manner.	o Reduces academic and/or behavioral expectations for some students based on poverty, background, disability, or racial, cultural or language differences. o Considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. o Treats all students with respect.	o Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. o Selects content and designs learning opportunities which build upon students' diverse backgrounds, interests and skill levels. o Creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests and skill levels.	o Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. o Selects content and designs learning opportunities which capitalize on students' diverse backgrounds and interests to enrich the learning community. o Creates a classroom environment which supports students in becoming role models for treating others with respect.

Notes:

2.2 Promotes engagement and enthusiasm for learning in the classroom.	o Lethargy characterizes instructional delivery. o Some students are consistently not engaged in the learning activities and the teacher makes few attempts to re-engage students.	o Enthusiasm and energy level in the classroom is low and/or inconsistent. o Attempts are made to get students actively involved, but some students are disengaged.	o Demonstrates enthusiasm and uses a variety of strategies and supports to consistently engage or re-engage students in learning activities.	o Maintains a lively and dynamic presence, and uses a variety of strategies and supports to consistently engage or re-engage students in learning activities. o Students support one another's engagement in the learning process.

DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching →			
Notes:				
2.3 Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.	o Teacher directs most tasks and students have few opportunities to develop independence and apply their learning in real-world applications.	o Students are asked to take responsibility for non-instructional tasks but are given limited responsibilities during instructional tasks. Teacher designs some activities for students to apply their learning to real-world problems or tasks.	o Students are provided some strategies and opportunities to set and monitor their own learning or behavior goals. Students are allowed to design and participate in some activities that apply their learning to real-world problems or tasks.	o Students are involved in classroom decision-making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries and real-world applications. o Students monitor or evaluate their own learning process and progress, and support one another's engagement in the learning process.
Notes:				
2.4 Promotes the development and application of appropriate social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	o Provides limited modeling or explicit teaching to facilitate the acquisition of social skills.	o Teacher interactions with students and other adults model socially competent behavior. o Articulates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior. o Implements a limited range of strategies or interventions in response to student needs.	o Provides direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior. o Structures opportunities (planned and "teachable moments") for students to discuss, learn, practice and reinforce appropriate social skills. o Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances.	o Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher-student and student-student interactions. o Designs and implements strategies to support students' independence in seeking to improve their own social, ethical and responsible behavior.

DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
Notes:				
2.5 Ensures that appropriate standards of behavior are explicit and applied consistently with reasonable consequences in order to support a productive learning environment for all students.	o Limited or inconsistent communication of rules and expectations for behavior. o Student behavior interferes with instruction or others' opportunity to learn. o Student behavior interferes with the emotional or physical safety of others. o Consequences may be inappropriate and/or inconsistently applied	o Clearly communicates rules and expectations for behavior to students. o Promotes and reinforces positive behavior consistent with established expectations. o Consequences are appropriate and applied in a timely fashion.	o Considers students' input to create and monitor rules and consequences across varied learning environments. o Facilitates students' perseverance in demonstrating behavior consistent with established expectations. o Redirects student behavior when necessary and consistently enforces appropriate consequences.	o Student behavior is consistent with established rules/norms. o Students promote behavior that supports a productive learning environment.
Notes:				
2.6 Maximizes the amount of time spent on learning by effectively managing routines and transitions, and maintains focus on the learning objectives.	o Instructional time is lost due to the lack of established routines. o Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions. o All necessary instructional materials are not readily available.	o Routines have been established but may not be efficient. o Instructional arrangements are planned but some instructional time is lost because the teacher continually redirects students through transitions. o Materials are available but there are no established procedures for their access or use.	o Manages established routines and transitions to increase learning time but some students may require some assistance from the teacher. o Materials are organized and available and students know how to access them with minimal direction from the teacher.	o Manages established routines and transitions to maximize student learning time and promote student independence.

DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching →			
Notes:				
2.7 Establishes a safe, orderly and attractive physical environment that is conducive to learning.	o Bulletin boards are bare or have outdated or old/faded information that is not engaging. The room shows lack of concern. o Clutter abounds or the room looks abandoned. o There is poor alignment between the physical environment and the learning activities.	o Classroom bulletin boards are utilized and have school or classroom-related information posted. o Organization of the room is neat, safe and conducive to learning.	o Bulletin boards and displays include student interest materials, student work samples or content appropriate materials. o The room is neat and organized and the teacher attempts to arrange the physical environment to suit learning activities.	o Bulletin boards and displays are frequently updated with student interest materials, work samples or content appropriate materials. o The furnishings are thoughtfully arranged to maximize a positive learning environment and to adjust to varied learning activities. o The room is neat, safe, cheery and inviting.
Notes:				

DOMAIN 3: Planning for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher_____   Year _____ _____ _____

Domain 3: **Planning for Active Learning: Plans instruction in order to engage students in challenging, meaningful, and relevant learning and to develop foundation skills and competencies that empower students to embrace the future.**

CPS Indicators	Continuum of Effective Teaching			
3.1 Determines students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.	o Uses general understanding of the content, not data about the students' learning needs, to plan instruction. o Instructional plans are generally not differentiated and/or not at an appropriate level of challenge.	o Uses general understanding of students' prior content knowledge and skills to plan instruction. o Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students.	o Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. o Instructional plans incorporate strategies for differentiation but may not ensure an appropriate level of challenge for all students.	o Analyzes student performance data to determine individual learning needs and plan instruction. o Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning.
Notes:				
3.2 Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline. *CCT 3.2, 3.3, 3.5, 3.6 & 3.8*	o Develops discrete lessons and activities related to specific skills in the curriculum.	o Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests.	o Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: - using strategic questions for discourse or inquiry based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with	o Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: - using strategic questions for discourse or inquiry-based learning; - anticipating and teaching to content misconceptions;

CPS Indicators	Continuum of Effective Teaching →			
			the content; or -making interdisciplinary connections.	- making real world, career, or global connections with the content; or - making interdisciplinary connections.
Notes:				
3.3 Promotes the development and application of skills with conceptual understanding, and anticipates students' content misconceptions.	○ Unit and lesson plans do not include opportunities to demonstrate understanding or apply skills. ○ Proceeds without considering or addressing misunderstandings and misconceptions that students might have about the content being taught.	○ Unit and lesson plans show limited evidence of opportunities for students to demonstrate understanding or apply their learning in a new situation. ○ Has thoughts about ways that students might become confused about the content being taught, but does not plan or address them within the lesson.	○ Unit and lesson plans include opportunities for students to summarize their learning and apply it in a different context. ○ Anticipates possible misconceptions or misunderstandings that students might have about the content, and addresses them with students.	○ Unit and lesson plans involve students in summarizing and internalizing what they learn and applying their understandings ito real-life situations. ○ Anticipates misconceptions or misunderstandings that students might have about the content, and consciously plans to address and clarify them within the context of the lesson.
Notes:				
3.4 Selects appropriate assessment strategies to monitor ongoing student progress.	○ Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals.	○ Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress. ○ Plans to provide students with information about their current progress, including general strengths and areas of need. ○ Plans include sharing assessment criteria with students.	○ Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards to monitor and evaluate students' learning. ○ Plans strategies to engage students in using assessment criteria to assess their own work	○ Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning. ○ Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time.

DOMAIN 3: Planning for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching →			
Notes:				
3.5 Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.	o Lessons do not include varied instructional strategies or groupings. o Classroom activities do not include higher-order thinking or problem solving.	o A limited number of effective instructional strategies are selected and students are rarely engaged in classroom activities that involve higher-order thinking and/or problem solving. o Students occasionally work in small-groups.	o Lessons include varied instructional strategies, materials and groupings that engage students in their learning. o Critical-thinking and problem solving activities are incorporated into unit and lesson plans.	o Lessons include the use of highly effective instructional strategies, materials and groupings to involve and motivate students. Selected learning strategies include models that lead to thoughtful synthesis and analysis by students.
Notes:				
3.6 Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.	o Lessons involve rote learning with no extension or application.	o Discrete learning activities are included to provide opportunities to apply learning to real world situations.	o Lessons include opportunities for students to clearly connect learning to other content areas and current events to create meaning and increased understanding for students.	o Lessons consistently connect learning to other content areas and current events and include opportunities for students to explore and demonstrate their content understanding in the context of real-world applications.
Notes:				
3.7 Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone. *CCT 3.7*	o Identifies academic or behavioral concerns without a defined plan of intervention.	o Prepares to address targeted academic or behavioral concerns. o Plans to document anticipated responses to strategy/use of materials.	o Selects or designs supplemental or specialized instructional or behavioral interventions. o Discusses data with colleagues to inform planning for interventions.	o Selects or designs supplemental or specialized instructional or behavioral interventions. o Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions.

DOMAIN 3: Planning for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
Notes:				
3.8 Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.	o Rote work in workbook or worksheet form is used and replaces more thoughtful inquiry and response opportunities. o Questions reflect low expectations and do not involve student-to-student discussions.	o Questioning and inquiry-based strategies sometimes require students to think, problem-solve and defend thoughts and opinions. o Student-to-student discourse and questioning is limited and rarely moves student thinking forward.	o Lesson Plans incorporate questioning that reflects high expectations for students and requires them to think, problem-solve and defend conjectures and opinions. o A variety of questioning techniques are utilized to encourage student-to-student discussions and move student thinking forward.	o The teacher makes deliberate choices about lessons and embeds thoughtful, open-ended, discourse and inquiry-based activities for students that appropriately challenge and engage. o A variety of questioning techniques are utilized to foster and develop student-to-student discussions and move student thinking forward.
Notes:				

DOMAIN 3: Planning for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
3.9 Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills. *L — Literacy* *N-Numeracy* *CCT 3.9*	o Limited planning for teaching content area literacy or numeracy skills.	o (L) Plans to include use of strategies and materials that focus on either: - literal comprehension of content, or - process and structure of writing/ communicating ideas. o (N) Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area.	o (L) Plans to include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicate about content-related text. o (N) Plans to include use of some strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems.	o (L) Plans to include use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize, and respond to content-related text. o (N) Plans to include use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. o (L &N) Plans to include use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.
Notes:				

DOMAIN 4: Instruction for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher_____   Year _____ _____ _____

Domain 4: Instruction for Active Learning: Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

CPS Indicators	Continuum of Effective Teaching			
4.1 Establishes and communicates clearly defined objectives and long- and short-term goals for learning that are linked to district curriculum learning expectations.	o District curricula are not implemented properly. o Lesson objectives are not defined and activities are disjointed.	o Instruction is based on district curriculum learning expectations. o Students are informed of the lesson objectives and goals for learning.	o Instruction is directly linked to district curriculum learning expectations. o Students understand how lesson components relate to the objective and why they are doing activities. Some connections to prior and future learning are made.	o Instruction is directly linked to district curriculum learning expectations. o Students understand how the lesson relates to previous learning and where future lessons will take them. Students understand learning goals, see connections and can explain them.

Notes:

4.2 Uses district-approved materials and resources that are compatible with student needs and abilities.	o Materials and resources selected do not effectively support the instructional goals or engage students in meaningful learning. o The materials may be too hard or too easy and no adjustments are made.	o Materials and resources utilized with students are those readily available in the classroom. o Some awareness of varied student needs or abilities is evident in the materials chosen.	o The materials selected are high quality and are chosen because they are aligned with the curriculum and help to promote student interest and address varying ability levels in the classroom.	o The materials selected are high quality and are chosen because they are aligned with the curriculum and are matched with student interest and ability levels. o Materials that are differentiated for all learning needs, styles and abilities are consistently provided.

Notes:

DOMAIN 4: Instruction for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
4.3 Uses a variety of evidence-based instructional strategies to enable students to apply and construct new learning.	o Teaches content of the general curriculum with limited consideration of student learning needs. o Instruction engages students primarily in learning lower level skills.	o Uses strategies that are based on general knowledge or data about student learning. o Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning.	o Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. o Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning.	o Uses instructional strategies that are explicit, varied, and scaffold instruction; are based on specific data about student learning, and consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts.

Notes:

CPS Indicators	Continuum of Effective Teaching			
4.4 Uses technological and digital resources strategically to support learning.	o Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc.)	o Promotes use of technological or digital resources to help students access, organize and present information. o Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats.	o Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to	o Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities. o Requires evidence that students are critical consumers of information accessed through a variety of media formats. o Monitoring provides ongoing support to help students analyze, interpret and communicate information in order to demonstrate and apply learning.

Notes:

DOMAIN 4: Instruction for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
4.5 Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and inquiry-based learning. CCT 4.2	o Primarily provides information to students. o Uses questions and activities that focus on recall and comprehension of information.	o Uses instructional strategies that focus on having students develop skills. o Discussions are generally teacher directed and beginning to focus on more open ended questions.	o Uses instructional strategies that scaffold learning by focusing on a balance of lower level and higher level skills and concepts. o Engages students in active learning activities such as discourse or inquiry-based learning activities with teacher guidance.	o Uses instructional strategies that scaffold learning, promote curiosity about the content, and lead students to develop questions and explore solutions to problems. o Consistently facilitates students' engagement in active learning strategies such as discourse or inquiry-based learning leading to student independence.

Notes:

4.6 Varies the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.	o Primarily directs students through learning activities. o Teacher takes responsibility for instructional and non-instructional tasks.	o Provides opportunities for questioning/clarification of content and to discuss concepts presented. o Provides opportunities for students to take responsibility for non-instructional tasks.	o Provides opportunities for o students to collaborate with each other to discuss and apply skills and concepts presented. o Provides opportunities for o students to take responsibility for some learning activities.	o Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning. o Provides opportunities for students to develop and facilitate individual and collaborative learning activities.

Notes:

DOMAIN 4: Instruction for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
4.7 Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.	o Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. o Supplemental intervention for students who need academic or behavioral support is provided solely by others.	o Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. o Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner.	o Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials. o Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students who need academic or behavioral supports.	o Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. o Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon student response.

Notes:

4.8 Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks.	o Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). o Few instructional adjustments are made.	o Monitoring focuses on whole class development of skills. o Instructional adjustments (during and between lessons) focus primarily on pacing and procedures.	o Monitoring focuses primarily on data relative to progress of groups of students. o Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions. (during and between lessons) are based on group struggles or progress with content or skills.	o Monitoring focuses primarily on specific data relative to progress of individuals and groups of students. o Instructional adjustments (during and between lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students.

DOMAIN 4: Instruction for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
Notes:				
4.9 Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.	o Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate.	o Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general.	o Provides feedback to students about the quality of their work/performance that is specific and accurate and reinforces effective practices and understanding.	o Provides feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking.

Notes:

- **Evidence based** strategies are instructional decisions made based on available evidence or data of learners' skill level, academic or behavioral needs.

- **Explicit** means the teacher introduces and explains skills, concepts or materials clearly and is explicit about what is to be done, said or written rather than leaving it to learners to make inferences from experiences or possible misconceptions.

- Scaffolding is the supportive process that enables a child or novice to solve a problem or carry out a task which they could not complete on their own without assistance. Scaffolding closely relates to Vygotsky's theory about zone of proximal development, means the "area between what children can do independently and what they can do with assistance. Given repeated experiences, a child internalizes the collaborative form of the mental processes and is able to engage in them alone or in new contexts. As students develop the new skill or content, the teacher "gradually releases responsibility, with students assuming increased responsibility. Teachers should balance scaffolding students' learning enough so that support is not withdrawn too quickly and the student does not give up on the task or fail at it. (Clark and Graves, 2005)

- **Rigorous** learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings. (Wagner, 2006)

DOMAIN 4: Instruction for Active Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

- **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to **higher order** thinking skills:
  - **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory
  - **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining
  - **Applying:** Carrying out or using a procedure through executing or implementing.
  - **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
  - **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
  - **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

- **Differentiated instruction** is an approach to teaching that emphasizes ways to meet the differing needs and abilities of students within the same class in the general education setting and is the primary provision of Tier I practices of the Scientific Research Based Interventions (SRBI) Framework to support students with academic or behavioral needs. Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms. Source: Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated **classroom: Strategies and tools for responsive** teaching.* Alexandria, VA: Association for the Supervision of Curriculum Development. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Source: Differentiated Instruction: http://www.cast.org/publications/ncac/ncac diffinstruc.htm

- **Supplemental Intervention**s are provided in addition to, not in lieu of, general core academic instruction in the primary classroom. Supplemental interventions involve explicit teaching in a student's focus area(s) needing improvement, or directly addressing the function of a student's inappropriate behavior, for example, through social skills training. Simply repeating the same curriculum and instruction with which the student has already failed, such as retention in grade, or superficial classroom accommodations (e.g., changes in seating arrangements, reduction in number of assigned math problems) do not constitute interventions. Supplemental interventions are provided to students failing to meet important academic or behavioral expectations and who have not responded to Tier I differentiated instruction practices in the general education class.

- Teachers **vary their roles** by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.

DOMAIN 5: Assessment for Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher_____   Year _____ _____ _____

Domain 5: **Assessment for Learning: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:**

CPS Indicators	Continuum of Effective Teaching			
5.1 Understands the different assessment purposes and types that capture the complexity of student learning across the hierarchy of cognitive skills	o Summative quizzes, tests and homework are the primary modes of assessment.	o Summative quizzes, tests and homework are the primary modes of assessment, although attempts are made to incorporate some nontraditional assessments such as projects or reports.	o Incorporates various forms of assessment that include: demonstrations, open-ended problems/tasks, performance-based tasks, projects and some traditional testing and assessment formats.	o Purposefully incorporates a variety of assessment methods. Varied formats for assessment are used and are matched to learning expectations. These may include demonstrations, open-ended problems/tasks, performance-based tasks, projects and some traditional testing.

Notes

5.2 Uses and/or designs a variety of formative and summative assessments and criteria that align with district curriculum learning expectations and consider diverse learning styles	o Relies primarily on summative (final) assessments to report performance or assign grades. o Assessments do not provide students varied opportunities to demonstrate their learning in different ways.	o Uses ongoing and summative assessments to measure how students perform relative to daily learning or unit objectives that result in instruction that is either repeated or continued with minimal adjustment. o Assessments are occasionally varied to provide different ways for students to demonstrate their learning.	o Uses formative and summative assessment data from pre- and post-assessments to inform subsequent planning and instruction to help students attain unit or curriculum standards. o Assessments provide different ways for students to demonstrate their learning.	o Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. o Assessments are designed to provide students with alternative ways to demonstrate their learning.

DOMAIN 5: Assessment for Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
Notes				
5.3 Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.	o Assessments primarily measure recall of information. o Provides data on student growth, which is limited to summative assessment grades and task completion, without analysis about how to help improve student learning or behavior.	o Assessments measure knowledge and skills. o Provides written data on student growth, which includes general information and inferences about student achievement or struggles with course curriculum standards.	o Assessments measure knowledge, skills and some concepts. o Compiles data on student growth, based on multiple measures, which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational or behavioral skills. o Identifies general instructional needs for additional focus, support or enrichment.	o Assessments continually measure knowledge, skills and critical concepts in the content area. o Compiles data on student growth, based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances. o Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students

Notes

DOMAIN 5: Assessment for Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
5.4 Collaborates with colleagues to review and interpret assessment data and monitor and adjust instruction to ensure students' progress.	o Meets with colleagues to review assessment data but does not use information to inform instruction	o Meets with colleagues to review and interpret assessment data and uses data to plan instruction.	o Collaborates with colleagues to review and interpret assessment data in order to plan and adjust instruction and assessments to meet the needs of individuals and/or small groups.	o Pro-actively communicates student assessment data with team and/or colleagues and collaborates to improve grade level or departmental instructional or assessment strategies to meet school-wide as well as individual students' needs.

Notes

5.5 Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	o Assessment criteria are not clear and/or are communicated after the assessment. o Feedback is generally provided as numerical or letter grades.	o Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. o Feedback includes numerical or letter grades and some general comments about students' weaknesses.	o Criteria are clearly communicated to students prior to an assignment or assessment and include rubrics or exemplars of student work. o Teacher assists students in assessing their own work and/or the work of their peers. o Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.	o Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing the evaluation criteria or their own goals for achievement/progress. o Students evaluate their own work or the work of their peers. o Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.

DOMAIN 5: Assessment for Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching →			

Notes

| 5.6 Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress. | o Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage. | o Communicates expectations and results with students and families through grades, report cards and mandated parent/teacher conferences and when a student is experiencing difficulty with academics or behavior.
o Occasionally consults other educators for possible strategies when the teacher's academic or behavioral interventions for students are not successful. | o Regularly communicates expectations and performance results with students, families and/or other educators.
o Proactively enlists the support of other educators and/or families to address specific academic or behavioral performance needs. | o Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in-depth information.
o Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develop performance expectations. |

Notes

DOMAIN 5: Assessment for Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
5.7 Uses academic, behavioral and health data to select and/or design interventions and assist in the development of individualized educational programs for students with disabilities.	o Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for students who exhibit academic or behavioral needs. o If applicable, has limited participation in the development of individualized educational programs.	o Uses data from limited sources to develop intervention strategies. o If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	o Uses multiple sources of data to collaborate with grade level or content colleagues in the development of interventions to monitor progress. o If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	o Uses multiple sources of data and seeks support from specialists to monitor student progress and to design or refine interventions, including differentiated instruction. o If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.

Notes

DOMAIN 5: Assessment for Learning
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

The following two indicators are essential knowledge that is overarching to all indicators of this domain:

5.1 Teachers should understand the different purposes' and types of assessment[2] that capture the complexity of student learning across the hierarchy of cognitive skills[3];

5.7 Recognize the role that lack of opportunity to learn, lack of effective instruction and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences.

1. **Assessment purpose**s include but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
2. **Assessment types** may be created by the teacher or externally produced and include, but are not limited to, observation, functional behavior assessment, performance-based assessment of application of learning, or criterion referenced.
3. **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to higher order thinking skills:
   • **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
   • **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
   • **Applying**: Carrying out or using a procedure through executing or implementing.
   • **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
   • **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
   • **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

DOMAIN 6: Professional Responsibilities and Teacher Leadership
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Teacher_____   Year _____ _____ _____

Domain 6: **Professional Responsibilities and Teacher Leadership: Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership.**

CPS Indicators	Continuum of Effective Teaching			
6.1 Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.	o Does not engage in self-reflection or review of personal teaching practice. Does not show any attempts to develop new methods or instructional approaches in order to produce measureable results.	o Reflects upon current practice, but does not connect that to the development of instructional practices that produce measureable results in student learning.	o Reflects upon current practice and identifies appropriate professional development goals and new instructional practices that will produce increases in student learning.	o Uses a variety of reflective approaches (personal records/journals, peer/administrative feedback, student work, etc) to identify important professional development goals and implements practices that positively impact student achievement and student learning.

Notes:

6.2 Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of <u>all students</u>.	o Does not willingly/actively participate in required professional development opportunities, and resists applying any of the teaching practices in the classroom with students.	o Participates in required professional development and applies some of that learning to attempt to meet the needs of all students.	o Takes advantage of opportunities for professional development that are provided by the school or district that enhance skills related to differentiation of instruction and meeting the needs of all students.	o Uses reflective approaches to identify important professional development goals. Goals identified are related to student achievement or other important areas related to school/district goals and direction and are defined so as to be ambitious but achievable in measurable terms.

Notes:

DOMAIN 6: Professional Responsibilities and Teacher Leadership
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
6.3 Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.	o Makes other staff members and other stakeholders uncomfortable with negativity or lack of trustworthiness. May set others up, betray confidences, or criticize others. Is known to be confrontational or distant.	o Works with others and attempts to build rapport with stakeholders. Respects privacy and builds trust with coworkers, parents and students.	o Seeks to promote positive rapport with all stakeholders. Discusses and addresses issues and concerns of staff in a positive manner. Respects confidences and privacy and is trusted and respected.	o Establishes positive rapport with all stakeholders. Discusses and addresses issues and concerns of staff in a positive, constructive manner. Encourages and supports ideas and efforts of colleagues. Respects confidences and privacy and does not seek discontent. Is trusted and respected by all.

Notes:

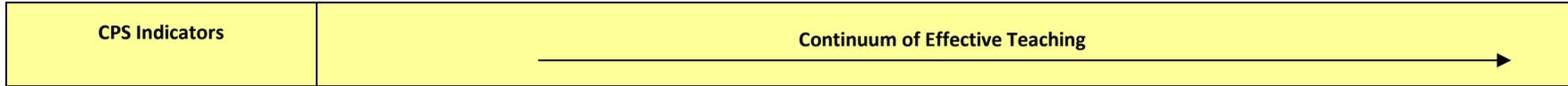| CPS Indicators	Continuum of Effective Teaching			
6.4 Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures [1] to support continuous school and district improvement.	o Rarely extends self for working collaboratively or solving problems related to student performance, curriculum or instruction. o Is likely to be highly critical of solutions that are proposed by others and displays biting negativity.	o Attends required meetings related to examining data and instructional practice. o Has difficulty reflecting on practice and analyzing feedback without becoming defensive. o Is likely to be critical of solutions proposed by others.	o Actively participates in meetings and committees designed to examine data, instruction and curriculum. o Reflects on practice, analyzes data and listens openly to feedback provided by colleagues and administrators. o Is open to new ideas and approaches to existing problems.	o The teacher takes a leadership role and actively participates in meetings and committees designed to examine data, instruction and curriculum. o Reflects on practice and analyzes data and feedback without bias. o Listens effectively to other viewpoints, shares ideas and works with others to forge collaborative solutions to problems.

DOMAIN 6: Professional Responsibilities and Teacher Leadership
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching →

Notes:

[1] Organizational structures include, but are not limited to, grade level teams, departments, committees, learning communities, common collaboration or planning time, multidisciplinary teams, etc

6.5 Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.	o Meets infrequently with colleagues and others to monitor and discuss student progress and resists efforts to implement plans to address and monitor instructional and behavioral interventions.	o Meets with colleagues and others to monitor and discuss student progress, but does not present adequate data or feedback to monitor instructional and behavioral interventions. Shows resistance to ideas and implementation plans.	o Meets regularly with colleagues and others to monitor and discuss student progress, and collects and maintains adequate data to monitor the impact of instructional and behavioral interventions. Accepts feedback and suggestions and is willing to make adjustments to planned interventions.	o Meets regularly with colleagues and others to monitor and discuss student progress, and collects and maintains adequate data to monitor the impact of instructional and behavioral interventions. Actively seeks out feedback and suggestions and provides insight for adjusting or planning interventions.

Notes:

DOMAIN 6: Professional Responsibilities and Teacher Leadership
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
6.6 Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.	o Report cards and progress reports provide limited information and lack comments. o No communication outside of established grade reporting timelines. Parents are often surprised by student progress information as no communication about difficulty or failure previewed the grades. o Grades can sometimes not be substantiated by adequate data. No encouragement is made for families to participate.	o Report cards and progress reports provide adequate information to parents. o Limited contact to parents outside of the established grade reporting timelines. o Attends scheduled parent conferences, but may not have updated or accurate information to share.	o The teacher uses progress reports, report cards and other means of communication (email, phone calls, the web, notes, newsletters, student agendas, etc) to provide parents and students with information about student progress. o Provides accurate and thorough information related to student progress at scheduled conferences.	o The teacher uses progress reports, report cards and other means of communication (email, phone calls, the web, notes, newsletters, student agendas, etc) to provide parents and students with information about student progress. o The teacher not only extends efforts to have a high level of participation in scheduled conferences, but is willing to be flexible in meeting with or talking with families at other times. Conferences are well-planned, provide accurate and thorough information about student progress and may involve students.

Notes:

DOMAIN 6: Professional Responsibilities and Teacher Leadership
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
6.7 Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.	o Violates the legal rights of students by not following the requirements of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP).	o Does not have a full understanding of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP), and fails to uphold and follow-through on all components and requirements of those plans.	o Demonstrates understanding of all requirements of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP) and effectively implements the components of those plans.	o Thoroughly understands all requirements of the Scientific Research-Based Intervention (SRBI) process and/or student Individualized Education Plans (IEP) and effectively implements the components of those plans. The teacher seeks creative and appropriate student interventions within and beyond the classroom walls when applying the SRBI or IEP plan.

Notes:

6.8 Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology in a professional and ethical manner.	o Acts in an ethically questionable manner, uses poor judgment, and frequently acts unprofessionally. o Violates board policy and uses communication technology (email, blogs, social media, etc) in a manner that is professionally inappropriate and/or violates boundaries.	o Occasionally demonstrates poor judgment or acts in an unprofessional manner. o Adheres to board policies and typically uses communication technology (email, blogs, social media, etc) appropriately.	o Is ethical, honest and uses good judgment. o Adheres to board policy and professional practice in using communication technology (email, blogs, social media, etc) appropriately.	o Is ethical, honest and uses impeccable judgment. Adheres to board policy and professional practice in using communication technology (email, blogs, social media, etc) appropriately.

Notes:

DOMAIN 6: Professional Responsibilities and Teacher Leadership
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
6.9 Maintains high standards for the selection, protection and management of school resources.	o Uses materials even when they are a mismatch to curriculum and student needs. The materials may be outdated or inappropriate. Book loss may be high, equipment frequently broken and furnishings may be misused. Frequent replacements are needed. The teacher does not seek to find new and better materials. o Routinely uses school time and resources for personal use (telephone, copier, computer, etc)	o Uses materials provided to them and has a system in place to manage the inventory and use of those materials. Some damage, loss and misuse of property occurs. o Sometimes uses school time and resources for personal use (telephone, copier, computer, etc).	o Uses good criteria for selecting materials that are aligned with curriculum and student levels/interests. An effective system for managing inventory and use of the materials is in place and is understood by students. o Is conscientious about using school time and resources only for professional use.	o Uses good criteria for selecting materials. These include curriculum alignment, best practices, and alignment with student levels/interests. Constantly searches out new and better materials and seeks creative funding if necessary. Materials are carefully inventoried. Students are held accountable for use. Damage, loss, and misuse of property in this teacher's care is virtually nonexistent. o Is conscientious about using school time and resources only for professional use.
Notes:				
6.10 Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner.	o Has an ongoing pattern of frequent and sporadic absences that are not supported by valid health problems. Is late to school, class, meetings, etc. o Reports are error laden and reflect a lack of attention to detail and accuracy. Lateness and omission are part of the profile. The teacher regularly needs reminders to meet established deadlines.	o Has few absences and is generally on time for class, meetings, etc. o Reports sometimes need to be revised due to a lack of attention to detail and accuracy. The teacher sometimes needs reminders to meet established deadlines.	o Has few absences and a strong pattern of attendance and arriving on time for class, meetings, etc. o Meets all obligations on time and rarely submits anything with any error. The teacher does not need prompting to meet established deadlines.	o The teacher is keenly aware of how important his/her presence is in the classroom. Absences are rare and the teacher is always on time for class, meetings, etc. o Meets all obligations on time and rarely submits anything with any error. The teacher does not need prompting to meet established deadlines.
Notes:				

DOMAIN 6: Professional Responsibilities and Teacher Leadership
CPS TEACHER PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

CPS Indicators	Continuum of Effective Teaching			
6.11 Maintains sensitive information with confidentiality.	o Often seeks out news, is nosy and discusses information about student performance or student, staff and/or parent personal matters with others.	o Engages in discussions about confidential matters and may share information about student performance or student, staff and/or parent personal matters with others.	o Avoids sharing information about students, staff and parents unless professionally necessary.	o Never shares information about students, staff and parents unless professionally necessary. The teacher tactfully heads off conversations in which others are breaching confidentiality.

Notes:

6.12 Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators .	o Frequently acts in an unprofessional manner and violates Connecticut's Code of Professional Responsibility for Educators.	o Occasionally acts in an unprofessional manner and violates Connecticut's Code of Professional Responsibility for Educators.	o Adheres to Connecticut's Code of Professional Responsibility for Educators.	o Adheres to Connecticut's Code of Professional Responsibility for Educators.

Notes:

Teacher:		School/Assignment:	
Evaluator:		Subject:	
Preconference Date:		Grade and/or Level:	
Observation Date:		Time:	
School Year:			

1. **Content and Essential Skills (**inclusion of curriculum-based learning expectations, and content area literacy &/or numeracy and technology)

2. **Classroom Environment, Student Engagement** (expectations for students that promote and facilitate learning)

3. **Planning for Active Learning:** (what is the specific focus for the lesson)

4. **Instruction for Active Learning** (Description of lesson, choice of instructional strategies, and learning activities)

5. **Assessment for Learning** (monitoring student understanding strategies and assessments)

6. **Professional Responsibilities and Teacher Leadership** (professionalism and collaboration)

7. **Observation-** Is there anything you think the evaluator needs to know about the students, room, recent events, etc.?

8. **Observation-** Is there any particular area that you would like the evaluator to look for or focus on during the observation of the lesson?

_____   _____
Teacher Signature   Date

_____   _____
Evaluator's Signature   Date

Teacher:		Date:		Time:	
Evaluator:		Subject:			

Clinical ☐ **Classroom** ☐
(check one)

Domain 1: Content and Essential Skills

Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.	
1.1.	Demonstrates proficiency in reading, writing, and mathematics skills.
1.2.	Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.
1.3.	Uses developmentally appropriate verbal, non-verbal and technological communications.
1.4.	Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.
1.5.	Demonstrates understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.
1.6.	Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.
Identify and provide examples from the lesson that represent the competencies listed above.	
Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.	

Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

Promotes student engagement, independence and interdependence in learning by facilitating a positive learning community:
2.1. Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.
2.2. Promotes engagement and enthusiasm for learning in the classroom.
2.3. Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.
2.4. Provides the development and application of appropriate social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.
2.5. Ensures that appropriate standards of behavior are explicit and applied consistently and with reasonable consequences in order to support a productive learning environment for all students.
2.6. Maximizes the amount of time spent on learning by effectively managing routines and transitions and maintains focus on the learning objectives.
2.7. Establishes a safe, orderly and attractive physical environment that is conducive to learning.
Identify and provide examples from the lesson that represent the competencies listed above:
Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.

Domain 3: Planning for Active Learning

Plans instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future:
3.1. Determines students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.
3.2. Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.
3.3. Promotes the development and application of skills with conceptual understanding, and anticipates students' content misconceptions.
3.4. Selects appropriate assessment strategies to monitor ongoing student progress.
3.5. Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.
3.6. Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.
3.7. Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.
3.8. Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.
3.9. Includes strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.
Identify and provide examples from the lesson that represent the competencies listed above:
Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.

Domain 4: Instructions for Active Learning

Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future:
4.1. Establishes and communicates clearly defined objectives and long and short-term goals for learning that are linked to district curriculum learning expectations.
4.2. Uses district approved materials and resources that are compatible with student needs and abilities.
4.3. Uses a variety of evidence-based strategies to enable students to apply and construct new learning.
4.4. Uses technological and digital resources strategically to promote learning.
4.5. Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and inquiry-based learning.
4.6. Varies the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.
4.7. Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.
4.8. Monitors student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.
4.9. Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.
Identify and provide examples from the lesson that represent the competencies listed above:
Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.

Domain 5: Assessment for Learning

Uses multiple measures to analyze student performance and to inform subsequent planning and instruction:
5.1. Understands the different purposes and types that capture the complexity of student learning across the hierarchy of cognitive skills.
5.2. Uses and/or designs a variety of formative and summative assessments that align with district curriculum learning expectations and consider diverse learning styles.
5.3. Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.
5.4. Collaborates with colleagues to review and interpret assessment data and monitor and adjust instruction to ensure students' progress.
5.5. Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.
5.6. Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress.
5.7. Uses academic, behavioral and health data to select and/or design interventions and assist in the development of individualized education programs for students with disabilities.
Identify and provide examples from the lesson that represent the competencies listed above:
Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.

Domain 6: Professional Responsibilities and Teacher Leadership

Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership:	
6.1.	Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.
6.2.	Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of all students.
6.3.	Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.
6.4.	Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.
6.5.	Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.
6.6.	Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.
6.7.	Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.
6.8.	Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology in a professional and ethical manner.
6.9.	Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.
6.10.	Maintains high standards for the selection, protection and management of school resources.
6.11.	Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner.
6.12.	Maintains sensitive information with confidentiality.
Identify and provide examples from the lesson that represent the competencies listed above:	
Feedback, questions, suggestions and/or reflections from the lesson that relate to the competencies listed above.	

Post Observation Conference Documentation

Discussion Points: Include summary points of the post-observation conference discussion (for clinical observation use).

Post observation requested: Yes ⬚ No ⬚   Post observation requested: Yes ⬚ No ⬚

Administrator Signature	Date	Teacher Signature	Date

Teacher:		Date:		Year:	
Evaluator:		Position:		School:	

Domain 1: Content and Essential Skills

Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.	1	2	3	4
	☐	☐	☐	☐

1.1. Demonstrates proficiency in reading, writing, and mathematics skills.
1.2. Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.
1.3. Uses developmentally appropriate verbal, non-verbal and technological communications.
1.4. Uses technological and digital resources compatible with student needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.
1.5. Demonstrates understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.
1.6. Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

Identify and provide evidence or examples to support the overall rating in this domain.

Teacher:		Date:		Year:	

Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

Promotes student engagement, independence and interdependence in learning by facilitating a positive learning community:	1	2	3	4
	☐	☐	☐	☐

    2.1. Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.

    2.2. Promotes engagement and enthusiasm for learning in the classroom.

    2.3. Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.

    2.4. Provides the development and application of appropriate social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.

    2.5. Ensures that appropriate standards of behavior are explicit and applied consistently and with reasonable consequences in order to support a productive learning environment for all students.

    2.6. Maximizes the amount of time spent on learning by effectively managing routines and transitions and maintains focus on the learning objectives.

    2.7. Establishes a safe, orderly and attractive physical environment that is conducive to learning.

Identify and provide evidence or examples to support the overall rating in this domain.

Teacher:		Date:		Year:	

Domain 3: Planning for Active Learning

Plans instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future:	1	2	3	4
	☐	☐	☐	☐

3.1. Determines students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.

3.2. Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.

3.3. Promotes the development and application of skills with conceptual understanding, and anticipates students' content misconceptions.

3.4. Selects appropriate assessment strategies to monitor ongoing student progress.

3.5. Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.

3.6. Integrates learning activities that make real-world, career, global and/or interdisciplinary connections.

3.7. Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.

3.8. Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.

3.9. Includes strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

Identify and provide evidence or examples to support the overall rating in this domain.

Teacher:		Date:		Year:	

Domain 4: Instruction for Active Learning

Implements instruction in order to engage students in challenging, meaningful and relevant learning and to develop foundation skills & competencies that empower students to embrace the future:	1	2	3	4
	☐	☐	☐	☐

4.1. Establishes and communicates clearly defined objectives and long and short-term goals for learning that are linked to district curriculum learning expectations.

4.2. Uses district approved materials and resources that are compatible with student needs and abilities.

4.3. Uses a variety of evidence-based strategies to enable students to apply and construct new learning.

4.4. Uses technological and digital resources strategically to promote learning.

4.5. Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and inquiry-based learning.

4.6. Varies the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.

4.7. Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.

4.8. Monitors student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.

4.9. Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.

Identify and provide evidence or examples to support the overall rating in this domain.

Teacher:		Date:		Year:	

Domain 5: Assessment for Learning

Uses multiple measures to analyze student performance and to inform subsequent planning and instruction:	1	2	3	4
	☐	☐	☐	☐

5.1. Understands the different purposes and types that capture the complexity of student learning across the hierarchy of cognitive skills.

5.2. Uses and/or designs a variety of formative and summative assessments that align with district curriculum learning expectations and consider diverse learning styles.

5.3. Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.

5.4. Collaborates with colleagues to review and interpret assessment data and monitor and adjust instruction to ensure students' progress.

5.5. Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.

5.6. Provides timely communication of academic and behavioral expectations and current performance with students, their families and other educators to support student progress.

5.7. Uses academic, behavioral and health data to select and/or design interventions and assist in the development of individualized education programs for students with disabilities.

Identify and provide evidence or examples to support the overall rating in this domain.

Teacher:		Date:		Year:	

Domain 6: Professional Responsibilities and Teacher Leadership

Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership:	1	2	3	4
	☐	☐	☐	☐

6.1. Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.
6.2. Seeks professional development opportunities to enhance skills related to current teaching practices and meeting the needs of all students.
6.3. Collaborates with colleagues, administrators, students and their families to promote positive relationships and to develop and sustain a positive school climate.
6.4. Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.
6.5. Collaborates with colleagues, administrators, paraprofessionals and other special services staff to monitor the impact of instructional or behavioral support and interventions.
6.6. Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.
6.7. Understands the components of the student intervention process and the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.
6.8. Demonstrates moral and ethical behavior appropriate to the profession, including the use of communication technology in a professional and ethical manner.
6.9. Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.
6.10. Maintains high standards for the selection, protection and management of school resources.
6.11. Maintains high standards of attendance and punctuality and is prepared for and participates in meetings in a positive and productive manner.
6.12. Maintains sensitive information with confidentiality.

Identify and provide evidence or examples to support the overall rating in this domain.

Teacher:		**Date:**		**Year:**	

Specific areas of strength/contributions:

Specific areas for continued growth (ratings 1 or 2 must be explained here):

Rating:

☐	Exemplary	☐	Proficient	☐	Developing	☐	Below Standard

_____	_____	_____	_____
Evaluator Signature	Date	Teacher Signature	Date

Classroom Walk-Through Tool

Teacher: **Date**   **Time:**

Evaluator: **Subject:**   **Grade:**

- **Content and Essential Skills:** Does the teacher demonstrate command of content knowledge?

- **Classroom Environment, Student Engagement and Commitment to Learning:**
How does the classroom environment support learning?

☐ Student work displayed ☐ Rubrics/vocabulary posted ☐ Classroom rules/expectation displayed ☐ Safe and orderly

Are students engaged in the activity teacher designed?

☐ Active participation

- **Planning for Active Learning:** <u>Content</u>: What is the objective of the lesson?:

☐ Appropriate lesson/content/objective/tasks ☐ On target for grade level ☐ Objective displayed or clearly evident

<u>Alignment</u>: Is the lesson aligned with the district curriculum standard?

- **Instruction for Active Learning:** <u>Context</u>: What is the teacher doing? What are the students doing? What instructional strategy is being applied to help students learn?

☐ Addressing students needs/learning styles ☐ Check for understanding/feedback ☐ Prior knowledge
☐ Classroom management/routines ☐ Small group instruction ☐ Cooperative learning ☐ Differentiated instruction
☐ Teacher demonstration

<u>Cognitive Level</u>: What level of thinking is required?

☐ Lower (Knowledge/comprehension) ☐ Middle (Application/analysis) ☐ Higher (Synthesis/evaluation)

<u>Technology Integration</u>: How is the teacher integrating technology in the lesson to enhance student learning? How are students using technology to enhance/expand their knowledge and understanding?

☐ SmartBoard ☐ LCD Projector ☐ Computer Research ☐ Word Processing ☐ Project Creation

- **Assessment for Learning:**
Formative: What types of assessments are being applied to inform instructional decisions?

Summative: What types of assessments are being used to evaluate learning?

- **Comment/Reflective Question:**

☐ Need to follow up   ☐ Copy to Teacher   Date:

copies to:

CLINTON PUBLIC SCHOOLS
PROFESSIONAL LEARNING PLAN

• Summary Sheet •

Staff Member:		School Assignment:		Subject Area:		School Year:	

District Goal Link:		School Goal Link:
☐	Develop literacy in core disciplines to ensure quality learning experiences and achievement.	•
☐	Embed the application of knowledge and skills in all learning experiences and new situations.	
☐	Develop and implement high-performing collaborative teams focused on improving teaching and learning.	
☐	Provide a safe environment and modern, flexible facilities that support the district's educational mission.	

Section A	Student Performance Goal (Curriculum-based):

Section B	Student Performance Goal (Foundation Skills & Competencies):

Section C	Teacher Learning Goal:

CPS Domain:	☐ Content & Essential Skills	☐ Classroom Engagement	☐ Planning for Learning	☐ Instruction for Learning	☐ Assessment for Learning	☐ Professionalism

Teacher Signature:		Date Plan Submitted:	
Evaluator Signature:		Date Plan Approved:	

• To be completed at mid-year.

Mid-year Conference Requested (Teacher):	☐ Yes ☐ No	Mid-year Conference Requested (Evaluator):	☐ Yes ☐ No

• Section A: Student Performance Goal (Curriculum-based) •

Section A			
Student Performance Goal Statement - Curriculum-based (What is the specific target/area for learning?)	**Action Steps** (Activities, Strategies & Resources)	**Evidence of Success (How will growth be measured?)** (How will success be evident?)	**Timeframe**
	•	•	

Mid-Year Review: (Summarize progress on stated goal-based on current Evidence of Success indicators):

Results: (Summarize the results based on stated Evidence of Success indicators):

Reflections and Application (How well did you achieve your goal and how will you apply your new learning to benefit yourself and your students?):

• Section B: Student Performance Goal (Foundation Skills & Competencies) •

Section B			
Student Performance Goal Statement - Foundation Skills & Competencies (What is the specific target/area for learning?)	Action Steps (Activities, Strategies & Resources)	Evidence of Success (How will growth be measured?) (How will success be evident?)	Timeframe
	•	•	

Mid-Year Review: (Summarize progress on stated goal-based on current Evidence of Success indicators):
Results: (Summarize the results based on stated Evidence of Success indicators):
Reflections and Application (How well did you achieve your goal and how will you apply your new learning to benefit yourself and your students?):

Section C			
Teacher Learning Goal Statement (What is the specific target/area for learning?)	**Action Steps** (Activities, Strategies & Resources)	**Evidence of Success (How will growth be measured?)** (How will success be evident?)	**Timeframe**
	•	•	

Mid-Year Review: (Summarize progress on stated goal-based on current Evidence of Success indicators):
Results: (Summarize the results based on stated Evidence of Success indicators):
Reflections and Application (How well did you achieve your goal and how will you apply your new learning to benefit yourself and your students?):

Administrative Notes:

Rating:	☐ Exemplary	☐ Proficient	☐ Developing	☐ Below Standard

Evaluator Signature:		Date:		Teacher Signature:		Date:	

Notice of Transfer to Administrative Concern Level

Teacher: School/Assignment:

Evaluator(s):   Date:

Please be informed that you are being placed on Administrative Concern Level because:

The goals of this strand are to: identify an area requiring additional focus and/or growth, develop a plan to remediate concern(s), and develop a timeline for achieving the outcome.

Please meet with me on   (date) at   (time) to develop the Action Plan.

_____   _____

Evaluator(s)   Date

If the area needing growth and focus is not sufficiently addressed, placement on Intensive Supervision is likely.

cc: Teacher
     Evaluator(s)
     Personnel File / Central Office

Administrative Concern Plan
(To be developed within ten working days of notification)

Teacher:

The following area requires intensive focus and growth. This form may be updated as necessary.

Area Requiring Additional Focus and/or Growth	Plan to Remediate Concern	Timeline for Achieving the Outcome

Summary:

☐   Teacher has satisfactorily addressed the administrative concern issues and should focus strictly on the Growth Strand.

☐   Inadequate progress shown to date. Transfer to Intensive Supervision.

_____   _____
Teacher's Signature   Date   Evaluator's Signature   Date

Notice of Transfer/Assignment to Intensive Supervision Level

Teacher: School/Assignment:

Evaluator(s):   Date:

Please be informed that you are being placed on the Intensive Supervision Level because of the difficulty you have had demonstrating the principles of effective teaching as defined by Clinton Public Schools Teacher Expectations and Foundation Skills. The specific skills/competencies are:

A.

B.

C.

D.

E.

The goals of this stage are to: identify area(s) requiring intensive focus and/or growth, outline the specific actions you need to take, and develop a timeline for achieving the outcome.

Please meet with me on   (date) at   (time) to develop the Intensive Supervision Plan.

_____   _____
Evaluator(s)   Date

This process has implication for withholding increments and/or terminating employment. You have the option of requesting legal assistance and/or representation from your professional organization.

cc: Teacher
      Supervisory File
      Personnel File / Central Office

Intensive Supervision Plan
(To be developed within ten working days of notification)

Teacher:

The following have been identified as areas that require intensive focus and growth. This form may be updated as necessary by the evaluator as areas that require intensive focus and growth are improved or as new areas are identified.

Area(s) Requiring Intensive Focus and/or Growth (maximum three)	Specific Actions to be taken by Teacher and/or Evaluator (Including peer assistance, other resources and expertise of other evaluators as appropriate.)	Timeline for Achieving the Outcome

_____   _____
Teacher's Signature   Date   Evaluator's Signature   Date

Clinton Public Schools

*Preparing **independent** and **collaborative** learners **empowered** to embrace the future*

Annual Rating Tool Guide

Teacher: _____ **Date:** _____

School: _____ **Strand:** _____ **Cycle:** _____

TEACHER PERFORMANCE AND PRACTICE (50%)

Observation Data on Teacher Practice: Domain Ratings (40%) (CHART A) **Rating:** _____

Domain	Rubric Rating	WT	Domain Score
Content & Essential Skills		x 1	
Classroom Environment		x 2	
Planning		x 2	
Instruction		x 2	
Assessment		x 2	
Professional Responsibilities		x 1	
TOTAL			

Cut Score Scale	
E	36+
P	26-35
D	16-25
B/S	15-below

From Rating
Cut Scores

Parent Feedback on Teacher Practice (10%) **Rating:** _____

Exemplary: *Went well beyond the established goals towards contributing to the school goal.*
Proficient: *Met the expectations for contributing to the school goal.*
Developing: *Did not meet the expectations set forth for contributing to the school goal.*
Below Standard: *Did nothing to meet the expectations set forth for contributing to the school goals.*

TEACHER PERFORMANCE AND PRACTICE RATING (50%):   (CHART B) **RATING:**

PROFESSIONAL LEARNING AND STUDENT PERFORMANCE (50%)

Professional Learning and Student Performance Goals (45%) (PLP Rubric) **Rating:** _____

Whole School Student Learning Indicator (5%) **Rating:** _____

PROFESSIONAL LEARNING and STUDENT PERFORMANCE (50%)   (CHART C) **RATING:** _____

TEACHER EVALUATION - OVERALL RATING

TEACHER PERFORMANCE AND PRACTICE RATING (50%): **Rating:** _____

PROFESSIONAL LEARNING and STUDENT PERFORMANCE GOALS (50%) **Rating:** _____

FINAL TEACHER EVALUATION **(CHART D)** **OVERALL RATING:** _____

Appendix

Appendix

Section A

District Definition of Effectiveness and Ineffectiveness

Induction Strand Teachers (40 month)

Induction Strand teachers in the 40 month tenure track category will be deemed **effective** if they receive consecutive ratings of *proficient* or higher in **Teacher Performance and Practice** and **Professional Learning and Student Performance** in the last two years of the teacher's induction strand timeframe. In the event that a teacher does not meet **effective** performance standards established by the **Clinton Public Schools Teacher Evaluation Plan** as outlined in the **CPS Teacher Performance Rubric (Self-Assessment Tool),** the Superintendent reserves the right to initiate non-renewal.

Induction Strand Teacher (20 Months)

Induction Strand teachers in the 20 month tenure track category will be deemed **effective** if they receive at least a *developing* rating in year 1 and a *proficient* or higher rating in **Teacher Performance and Practice** and **Professional Learning and Student Performance** in the second year of their induction strand. In the event that a teacher does not meet **effective** performance standards established by the **Clinton Public Schools Teacher Evaluation Plan** as outlined in the **CPS Teacher Performance Rubric (Self-Assessment Tool),** the Superintendent reserves the right to initiate non-renewal.

Growth Strand Teachers

Growth Strand teachers will generally be deemed **effective** as long as they receive *proficient* or higher performance ratings in **Teacher Performance and Practice** and **Professional Learning and Student Performance** as established by the **Clinton Public Schools Teacher Evaluation Plan** as outlined in the **CPS Teacher Performance Rubric (Self-Assessment Tool).**

In the event that a teacher does not meet effective performance standards as established by the **Clinton Public Schools Teacher Evaluation Plan** and outlined in the **CPS Teacher Performance Rubric (Self-Assessment Tool),** the Superintendent reserves the right to place the teacher on the **Supervision Strand**. A teacher who does not attain an effective performance level within the allotted time will be referred to the Superintendent for further action, and may result in termination.

Section B

District Norming and Calibration for Evaluators

Administrators will engage in collaborative professional development related to the Teacher Evaluation plan components and implementation. Administrators will attend training on the Common Core of Teaching and evidence-based observation protocols and rating determinations.

Additional training and norming of approach will occur through administrative professional development to include, shared observation protocols and evaluation of data throughout the implementation and at the end of the yearlong evaluation cycle. Models and exemplars of professional learning plans, observation feedback, and summative evaluations will be developed. These models, exemplars and data collected will be utilized to insure consistency of administrator proficiency in implementing the teacher evaluation plan End-of-year data related to assigned ratings will be gathered and analyzed to insure inter-rater reliability.

Appendix

Recommended Process for Completing the Summative Evaluation

1.   **Establish date for Summative Meeting:**

     a.   The primary evaluator establishes a date for the Summative Evaluation Meeting.

2.   **Develop "Draft" Summative Evaluations**

     a.   The primary evaluator and the teacher independently prepare "draft" Summative Evaluation with respective ratings.
     b.   The "draft" should incorporate key bullet points/talking points that summarize specific evidence of performance.
     c.   "Drafts" should reflect the use of the Performance Rubrics as a guide for providing evidence related to levels of performance.

3.   **Exchange "Drafts"**

     a.   The draft evaluations are to be done independently and in advance of the established meeting date.
     b.   Drafts should be exchanged at least 48 hours prior to the established Summative Evaluation meeting.

4.   **Meet to discuss and review "Draft" Summative Evaluations**

     a.   Reviewing the draft summative evaluation in advance affords the teacher the opportunity to bring additional evidence to support their summary statements.
     b.   The administrator may also ask the teacher to bring evidence that supports the teacher's summary.

5.   **Finalize Summative Evaluation**

     a.   Following the Summative Evaluation Meeting, the primary evaluator will finalized the evaluation.
     b.   The final written Summative Evaluation will be shared with the teacher for final review and signing.
     c.   Ultimately, the primary evaluator is responsible for the final judgment regarding the ratings based on the accumulation and quality of the evidence collected.
     d.   Signature on the evaluation indicate that the teacher and primary administrator have reviewed the document.
     e.   Should the teacher have issues or concerns about the rating or specific evidence cited, they may submit a rebuttal that will be attached to the evaluation and included in the personnel file.

Observation Data on Teacher Practice
Domain Rating Table

Domain	Below Standard	Developing	Proficient	Exemplary
1 (4)	1	2	3	4
2 (8)	2	4	6	8
3 (8)	2	4	6	8
4 (8)	2	4	6	8
5 (8)	2	4	6	8
6 (4)	1	2	3	4
Totals	10	20	30	40

Rating Cut Scores
Exemplary: 36+ above
Proficient: 26 - 35
Developing: 16-25
Below Standard: 15-Below

Teacher Performance and Practice
Practice Rating Matrix

Teacher Practice (40%) (Observation)	Parent Feedback (10%)			
	Exemplary	**Proficient**	**Developing**	**Below Standard**
Exemplary	Exemplary	Exemplary	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Developing
Developing	Developing	Developing	Developing	Below Standard
Below Standard	Below Standard	Below Standard	Below Standard	Below Standard

Professional Learning and Student Performance
Performance Rating Matrix

Chart C

		Student Performance (5%)			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Professional Learning (45%)	**Exemplary**	Exemplary	Exemplary	Proficient	Proficient
	Proficient	Proficient	Proficient	Proficient	Developing
	Developing	Developing	Developing	Developing	Developing
	Below Standard	Below Standard	Below Standard	Below Standard	Below Standard

Teacher Evaluation
Overall Rating Matrix

		Teacher Performance and Practice (50%)			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Professional Learning/Student Performance (50%)	**Exemplary**	Exemplary	Exemplary	Proficient	Additional Data Needed
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Additional Data Needed	Developing	Developing	Below Standard

Professional Learning Plan Assessment Rubric

Evaluator: _____   **Teacher:** _____

	Action Steps	Evidence of Success	Student Growth	Reflection and Application
Exemplary	Completion of ALL **Action Steps** as outlined in the plan (or as adjusted and approved at the mid-year review)	Appropriate use of ALL **Evidence of Success** measures as outlined in the plan (or adjusted and approved at the mid-year review)	Demonstration of **Student Growth** based on results/data from **Evidence of Success** measures is evident (for almost all students) and is clearly described in the **Results** summary.	**Reflection and Application** clearly summarizes and assesses the degree of achievement of the goal and explains and evaluates actions taken to improve performance for students whose growth was not consistent with the majority of the class. Thoughtfully identifies how results and new learning will be applied going forward.
Proficient	Completion of ALL **Action Steps** as outlined in the plan (or as adjusted and approved at the mid-year review)	Appropriate use of ALL **Evidence of Success** measures as outlined in the plan (or adjusted and approved at the mid-year review)	Demonstration of **Student Growth** based on results/data from **Evidence of Success** measures is evident (for most students) and is described in the **Results** summary.	**Reflection and Application** clearly summarizes and assesses the degree of achievement of the goal delineating actions taken to address students whose growth was not consistent with majority of the class. The summary identifies how results and new learning will be applied going forward.
Developing	**Action Steps** as outlined in the plan (or as adjusted and approved at the mid-year review) were only partially completed	**Evidence of Success** measures as outlined in the plan (or adjusted and approved at the mid-year review) were only partially completed	Demonstration of **Student Growth** based on results/data from **Evidence of Success** measures are inconclusive or only marginally evident. There is an attempt to describe and explain evidence in the **Results** summary.	**Reflection and Application** summarizes the degree of achievement of the goal with a vague attempt describe actions to address students whose growth was not consistent with majority of the class. Ideas about how results and new learning will be applied going forward are weak.
Below Standard	**Action Steps** as outlined in the plan (or as adjusted and approved at the mid-year review) were not completed	**Evidence of Success** measures as outlined in the plan (or adjusted and approved at the mid-year review) were not completed	Limited or no demonstration of **Student Growth** based on results/data from **Evidence of Success** measures. There is a veiled attempt to describe and explain evidence in the **Results** summary.	**Reflection and Application** summarizes the degree of achievement of the goal with no explanation of actions to address students whose growth was not consistent with majority of the class. Fails to describe how results and new learning will be used going forward.

**Rubric is applied to the full Professional Learning Plan (all three goals taken in totality)

UNPROFESSIONAL CONDUCT*

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

(A) Abuse his or her position as a professional with students for private advantage;

(B) Discriminate against students;

(C) Sexually or physically harass or abuse students;

(D) Emotionally abuse students; or

(E) Engage in any misconduct which would put students at risk; and

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

(A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;

(B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;

(C) Misrepresent his, her or another's professional qualifications or competencies;

(D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

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

(A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

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

(i) Code revision
This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Connecticut State Department of Education

Stefan Pryor

Commissioner of Education

Division of Teaching, Learning and Instructional Leadership

Marion H. Martinez
Associate Commissioner

Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

FOR MORE INFORMATION:

Web: http://www.ct.gov/sde/cert

E-mail: teacher.cert@ct.gov

Phone: 860-713-6969
(Noon-4 p.m., Monday, Tuesday, Thursday and Friday)

Mail: Bureau of Educator Standards and Certification
P.O. Box 150471, Room 243
Hartford, CT 06115-0471

October 2011

Connecticut Code *of* Professional Responsibility

For Educators

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

(a) PREAMBLE

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

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

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

PROFESSIONAL CONDUCT

(b) RESPONSIBILITY TO THE STUDENT

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

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;

(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;

(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

(D) Foster in students the full understanding, application and preservation of democratic principles and processes;

(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

(F) Assist students in the formulation of worthy, positive goals;

(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) RESPONSIBILITY TO THE PROFESSION

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

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

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

(A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;

(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

(C) Promote the principles and ideals of democratic citizenship; and

(D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

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

(A) Respect the dignity of each family, its culture, customs, and beliefs;

(B) Promote, respond, and maintain appropriate communications with the family, staff and administration;

(C) Consider the family's concerns and perspectives on issues involving its children; and

(D) Encourage participation of the family in the educational process.

Clinton Evaluation & Support Plan

2015-2016

Administrator Development

and

Performance Plan

Clinton Public Schools
Clinton, Connecticut
Revised 08.04.2015

ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The Clinton Administrator Development and Performance Plan aligns with the Teacher Evaluation and Professional Learning Plan that links student learning to professional learning and continuous improvement. The Administrator Development and Performance Plan is the result of regional collaboration and the collaborative efforts of a committee of Clinton educators, including members of the Education Association of Clinton (EAC), Clinton Administrators Association (CAA), and central office administrators.

The plan was developed in accordance with state statutes and guidelines that include: Connecticut's Common Core of Leading and LEAD Connecticut Administrator Professional Practice Rubric. This plan identifies the leadership performance expectations for administrators that will lead to conditions and strategies that improve teacher quality, instructional quality and student learning and achievement.

The Administrator Development and Performance Plan is designed to support continuous learning through systematic and collaborative alignment of professional learning opportunities with district and school goals. Driven by the explicit understanding that student learning and teacher pedagogy (instructional methodology) are directly connected, this plan emphasizes the importance of collaboration and continuous learning for the entire school community as fundamental to improving instructional practice and student performance.

Philosophy

Educators in Clinton are committed to preparing students to learn independently and collaboratively. Student performance is directly related to the educator's ability to articulate learning expectations (what we want students to know and demonstrate), design learning experiences, apply instructional methodologies and evaluate effectiveness.

Purpose and Guiding Principles

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead and support and sustain high quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators.

Therefore, the Administrator Development and Performance Plan is designed to:

- Support student learning, growth and development as a key measures of leadership success;
- Support continuous growth and development for administrators and the school community;
- Establish methods for using multiple sources of data to examine practice and to drive plans and leadership actions;
- Establish systemic collaborative opportunities that support learning and growth for the school community;
- Support an ongoing cycle reflection, adjustment and action to shape leadership practice;
- Ensure that we develop and maintain high quality relationships with our stakeholders;
- Ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- Ensure that we communicate well and give and receive feedback on our leadership; and

- Ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The administrator evaluation model is founded on a set of core design principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon the CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1. Focus on What Matters Most

The four areas defined by the state board as what matters for administrators are: student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly the explicit understanding that student learning and teacher pedagogy are directly connected and that the instructional core matters.

2. Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their growth from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in the district's model of continuous improvement.

3. Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but also how the personal leadership practice of an administrator supports sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper *Assessing the Effectiveness of School Leaders* (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (http://www.valed.com/about.html) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4. School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership

practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

5. Professional Learning and Development

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. Therefore, this model requires evaluators to observe the practice of administrators and collect and examine adequate evidence in order to make well-informed judgments about the quality and efficacy of practice.

6. Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of Clinton Public Schools and is integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

Model of Continuous Improvement

The Administrator Development and Performance Plan parallels the Teacher Evaluation and Professional Learning Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness/learning (academic progress and teacher growth and development).
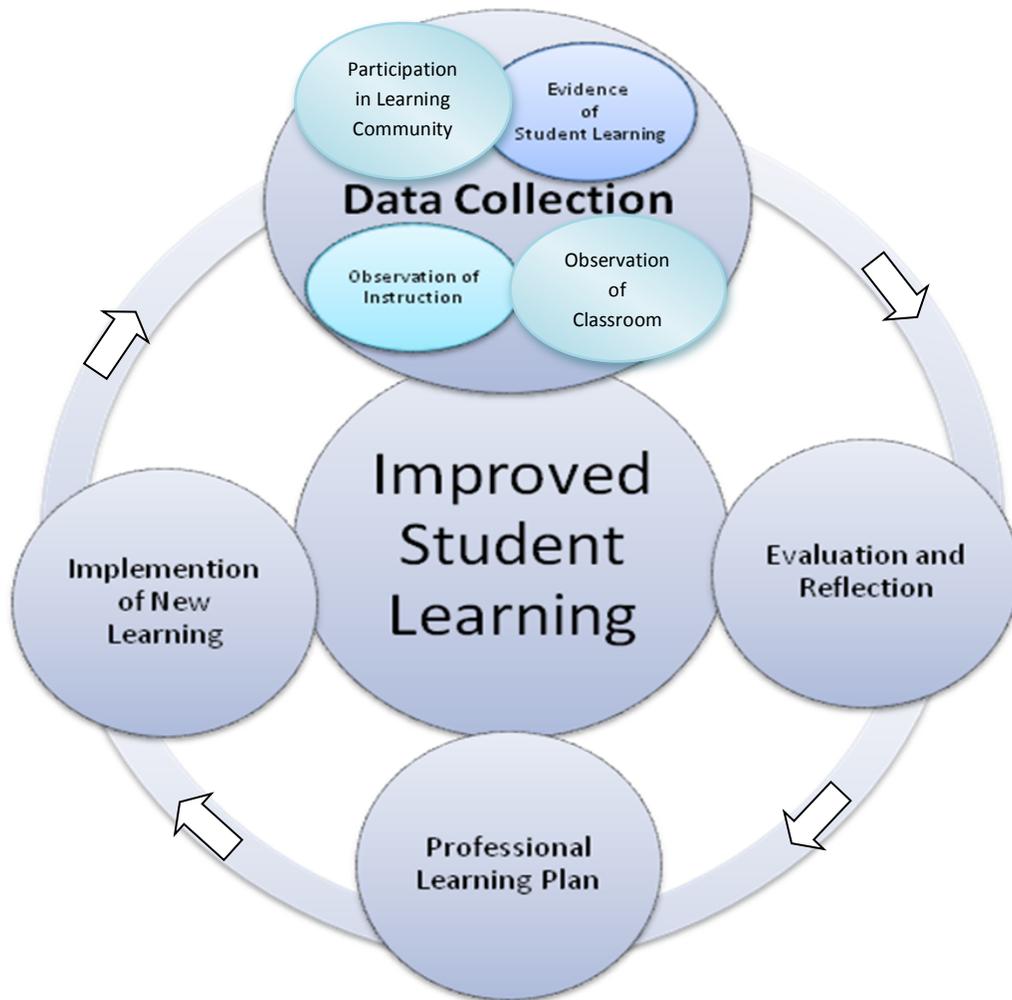
The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a "through line" from mission and vision to school and district improvement plans to leadership actions. This through line connects from the District's mission and driving forces and unifying principles, and theory of action, to the individual building level improvement and action planning process. The building level improvement process is directly linked to district goals and influenced by careful analysis of multiple indicators of school performance. The process of improvement is driven by the leader's theory of action and personal leadership that is rooted in

efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research's *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Fetters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.

Figure 2. The Ripple Effect: Framework for Principal Impact

Source. Halliger & Heck, 1998; Leithwood et al., 2004; Stronge, Richard, & Catano, 2008; Waters, Marzano, & McNulty, 2003
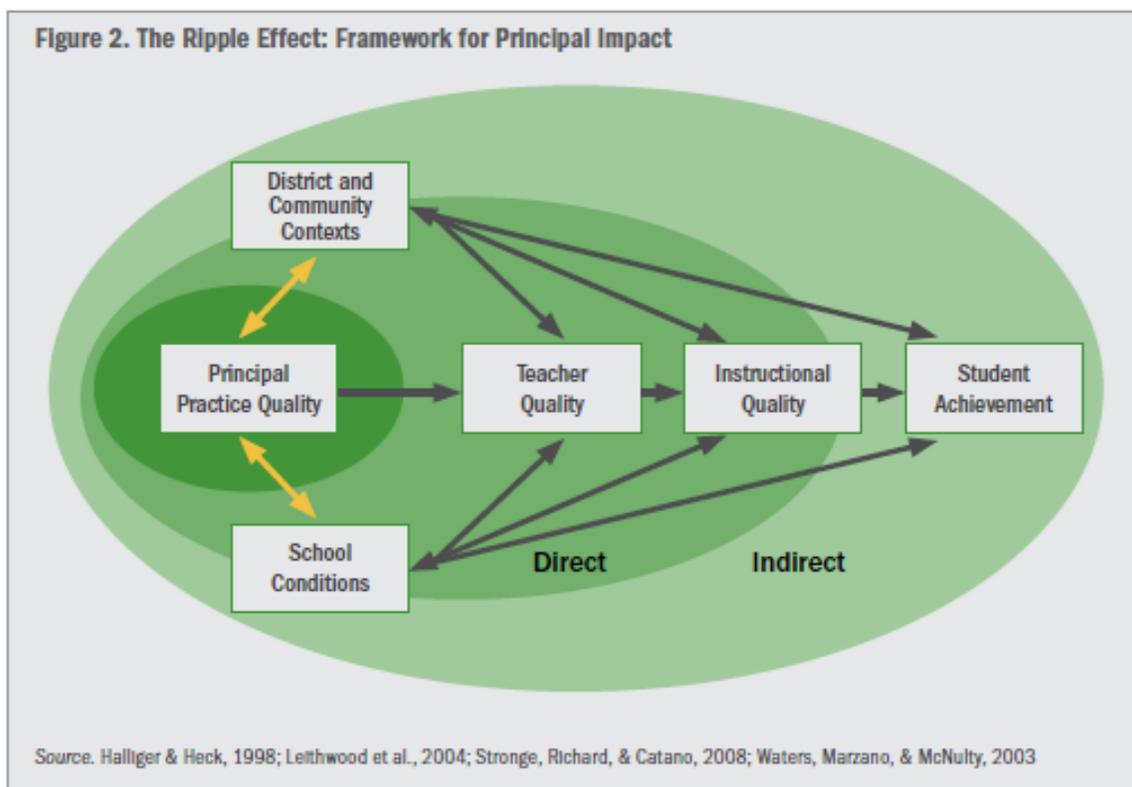
Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes four levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- *Meeting expectations as an instructional leader*

- *Meeting expectations in at least three other areas of practice*

- *Meeting one target related to stakeholder feedback*

- *Meeting state accountability growth targets on tests of core academic subjects*

- *Meeting and making progress on two student learning objectives aligned to school and district priorities*

- *Having more than 60% of teachers proficient on the student growth portion of the evaluation*

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership practice, 2) stakeholder feedback, 3) student learning, and 4) teacher effectiveness.** The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern Connecticut, in the LEARN region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school development and performance action plan, including meaningful goals. The building level improvement plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The evaluation begins with goal setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

The cycle itself begins with the following processes and general timeline:

July - August: Orientation and Context Setting

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);

2. Stakeholder survey data are available for review by the administrator;

3. The Superintendent and Administrative Council have developed and communicated student learning priorities for the year;

4. The administrator has developed a school development plan that includes student learning goals, and;

5. The evaluator has reviewed the written plan with the Administrator to orient him/her to the evaluation process.

Annually, the district will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, LEARN will provide evaluators of administrators with training focused on the Administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.

August-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational

leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district improvement plan. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

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

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

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

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice. For the evaluator, this must include at least **two** and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day-to-day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

> **Directly observing an administrator at work**
> *The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.*

> **Observing the systems established by the administrator**
> *The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.*

Documented Evidence

Collecting artifacts
The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data
The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

January: Mid-year Formative Review

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

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

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

The Administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning goals, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point. The evaluator provides a mid-year summary to inform the work of the administrator for the remainder of the school year.

April/May: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the LEARN/Shoreline Leadership Framework. For each of the 4 dimensions, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The Administrator should also review their focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

The Administrator and evaluator analyze the administrator's performance based on all available evidence. Using the school improvement and performance action plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic

goals required, the goals related the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each dimension to arrive at a final summative judgement. The teacher effectiveness rating is analyzed through both examination of the process of evaluating staff as well as the outcomes.

The evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report.   Summative ratings are expected to be completed for all administrators 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 administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the 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.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness.

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the LEARN/Shoreline Leadership framework.

The elements of practice of the LEARN/Shoreline Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the 6 elements of the CT Common Core of Leading to four actionable areas. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in the LEARN and shoreline region.

Improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 1** (Instructional Leadership) comprises half of the leadership practice rating and the other three **Performance Expectations** (Human Capital, Management and Operations and Culture and Climate) are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the **Performance Expectations** are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the LEARN/Shoreline Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the performance expectations and associated elements. The four performance levels are:

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

- **Accomplished:** The framework is anchored at the Accomplished Level using the indicator language from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.

- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational leadership practices but most of those practices do not necessarily lead to positive results or results are inconsistent.

- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the LEARN/Shoreline Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

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

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

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

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

5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary, accomplished, developing*, or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the "Summative Rating Form," **Appendix**.)

School Based Administrators:

<u>**Rate Each Dimension:**</u>

1. **Instructional Leadership**:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes. Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	**(2) Developing**: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. **Human Capital/Talent Development:**

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation. Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.			
Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework.	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Central Office Staff

The Central Office LEARN/Shoreline Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of educational leadership practice as well as Personal Leadership Practices.

Administrators		Central Office Leaders
Educational Leadership Practice	**Personal Leadership Practice**	**Educational Leadership Practice**
Instructional leadership	**Efficacy, Initiative, Strategy**	**Instructional Leadership**
Human Capital	**Feedback, Decision Making Accountability**	**Human Capital/Talent Development**
Management and Operations	**Change Management**	**Organizational Management and Operations**
Culture and Climate	**Communication and Relationships**	**District Culture and Climate**

The Central Office framework can be found in the Appendix. Central Office administrators use the district development and planning process to derive their work. Sources of evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the administrator and is shaped by the nature of the central office role's scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g, other staff, community members, students, etc.). Surveys will be

administered anonymously and all district administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Arriving at a Stakeholder Feedback Summative Rating

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

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

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

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

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

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

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set

Component Three: Professional Learning and Student Performance (45%)

Professional Learning and Student Performance (PLSPP) is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools, and (b) performance and growth on locally determined measures.

All administrators will develop an annual Professional Learning and Student Performance Plan. This plan has three goal requirements linked to improving student academic performance. Administrators will establish at least one professional learning goal that is aligned to the district and building goals and that

will directly influence student learning. In addition, administrators will identify two student performance improvement goals based on the needs of the student population and that can be measured using the state's accountability system and locally developed assessments. The student performance improvement goals shall also be aligned to district curriculum expectations and district Foundation Skills and Competencies. Professional Learning Plans will be submitted in the fall and approved by the evaluator.

In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, the school must provide evidence of alignment to research-based learning standards.

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

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

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

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

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

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating goals 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 following elements are considered:

- First, the district establishes student-learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student-learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.

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

The administrator and evaluator collect interim data on the goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for this portion, as follows:

Exemplary	Accomplished	Developing	Below Standard
Met all three goals and substantially exceeded at least 2 targets	Met 2 goals substantially with substantial progress on the third	Met 1 goals and made substantial progress on at least 1 other	Met 0 goals OR Met 1 goal and did not make substantial progress on the other two

To arrive at an overall professional learning and student performance rating, the ratings for the state assessment (when applicable) and the locally determined ratings in the two categories are plotted on this matrix:

		STATE TEST PORTION (22.5%)			
		Exemplary	Accomplished	Developing	Below Standard
LOCALLY DETERMINED PORTION (22.5%)	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Component Four: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (goals) – is 5% of an administrator's evaluation. Improving teacher effectiveness is central to an Administrator's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

As part of the district's teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator's success.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	<40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation

Determining End of Year Summative Ratings

The process for determining summative evaluation ratings has three categories of 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 administrator's performance on the four dimensions/performance expectations of the LEARN/Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%
The outcome rating derives from the student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. State reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

C. OVERALL: Practice (50%) + Outcomes (50%) = 100%
The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the

Superintendent/evaluator should examine the data and work with the administrator to gather additional information in order to make a final rating.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

Summative Administrator Evaluation Rating

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

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

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

- Meeting expectations as an instructional leader

- Meeting expectations in at least three other areas of practice

- Meeting and making progress on one target related to stakeholder feedback

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

- Meeting and making progress on three student learning objectives aligned to school and district priorities

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

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate

exemplary performance on more than a small number of practice elements. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *developing* is acceptable at the beginning of their practice. If a pattern of *developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to professional assistance.

Professional Assistance Plan

An Administrator who receives a final summative rating of "Developing" or "Below standard" will be required to work with their evaluator to design a professional assistance plan. This personalized improvement plan will be created after the completion of the summative evaluation rating conference. The administrator will be afforded the opportunity to include an administrative union representative if so desired. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and Standards for School Leaders.   The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors, coaching
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Comprehensive goal setting

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for staff in this format will be the administrator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this format will be an administrator.

Evaluation-based Professional Learning

Clinton Public Schools, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. The district provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within or outside of the organization to meet individual learning needs.

Career Development and Growth

Clinton Public Schools values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. The district provides opportunities for career and professional growth based on Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to the district as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. This approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

Dispute Resolution and Appeal Process

The appeal process is available to all certified staff. The purpose of administrator evaluation is to support and sustain high quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators. It is expected that most disagreements between evaluator and the administrator will be addressed through the normal process outlined in the administrator evaluation plan. In the event that there is a dispute for which the evaluator and the administrator cannot agree on objectives, evaluation period, evaluation phase, feedback and/or professional learning plan goals, the administrator may submit a formal appeal request to the Superintendent of Schools.

The administrator must submit the request within (5) working days after coming to an impasse with the evaluator. The request must clearly state the issues of the disagreement and the particular phase or part of the evaluation process that is open to disagreement. A copy of the appeal request must also be sent to the evaluator.

The Superintendent of Schools will deliver a written decision within ten (10) working days. The decision of the Superintendent is final.

Appendices

A. LEARN/Shoreline Leadership Framework

B. LEARN/Shoreline Central Office Leadership Framework

C. End of Year Conference Guide (Self-Assessment and Rating Tool)