CTHSS Evaluation and Support Plan
2015-2016

Superintendent of Schools, Dr. Nivea Torres

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CTHSS TEACHER EVALUATION AND SUPPORT PROGRAM
TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

The teacher is the one who gets the most out of the lessons, and the true teacher is the learner.
Elbert Hubbard

Fullan and Hargreaves (2012) advocate for a strong focus on professional capital in order to produce teacher effectiveness and fulfillment. The authors define *Professional Capital* as the systematic development and integration of three kinds of capital: human, social and decisional.

High quality learning comes from high quality teaching. It is proven that investing in professional capital yields good results. The CTHSS has embarked on a concerted effort to improve professional capital through the teachings of Fullan and Hargreaves. The district will invest in these three areas of professional capital:

1) The quality of the people we attract to the profession and the effort we put into their preparation.

2) Developing strategies for getting our teachers to work together effectively for the benefit of their students

3) And increasing the rate of retention in our teacher ranks among the high quality people we attract.

The CTHSS Evaluation and Support Plan is an instrument that is integral to achieving this outcome.

"The more actively engaged teachers are in the evaluation process, the more learning will occur and the greater commitment to that learning. This process requires conversations between supervisors and teachers that are focused on growth, not remediation or repair. In this way, the conversation moves from, "How did I do?" to "How can I get better?" (Sartain, et al. 2011).

Core Design Principles

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The CTHSS Evaluation and Support Program model defines four categories of teacher effectiveness: teacher performance and practice (40%), parent feedback (10%) student learning (45%) and school-wide student learning (5%). These categories are grounded in the research-based: Charlotte Danielson's (2013) *Framework for Teaching* and The Connecticut Common Core of Teaching (CCT).

Assumptions Informing Learning-focused Supervision

In a learning-focused supervisory process, high quality, data-driven feedback stimulates teachers' thinking about their work. To support the professional growth of teachers, learning-focused supervisors apply standards and structures for guiding their interactions with staff members. These patterns and practices initiate and sustain teacher learning that is guided by student learning needs. This approach is based on the following four assumptions.

- *Teaching is complex and contextual*

    Teaching is a complex craft. Skillful teachers manage the social, emotional and academic needs of increasingly diverse student populations. Total classroom awareness requires attention to these three dimensions while simultaneously tracking the lesson plan, content accuracy, use of examples, clarity of explanations and directions and choice of language to match student readiness. These teachers provide relevant and meaningful tasks, attend to momentum and pacing while purposefully monitoring student understanding, making adjustments as needed. And all of this is orchestrated for individual students, small groups and the full class.

    All of this work is done in an ever-shifting context inside and outside the classroom. These dynamics include changing politics and policies, shifting societal expectations, breakthroughs in the science of teaching and learning, ever-expanding content knowledge, and new technological tools that increase access to information.

- *Research-based standards define effective teaching.*

    Well-articulated standards reflect the complexity of professional practice. These detailed descriptions provide common language and reference points for talking about teaching in a variety of domains. Clear standards organized by levels of performance foster a shared agreement between teachers and supervisors about the qualities of effective teaching. A robust body of research clearly demonstrates that highly rated teachers produce high performing students.

    Thoughtful and thorough depictions of teacher actions and student behaviors establish the foundation for meaningful conversations about and improvements of instructional practice. High quality, standards-driven feedback established growth targets for teachers across the range of teaching skills.

- *Supervision is a growth-oriented process.*

    Learning-focused supervision is a developmental approach to supporting teacher learning. Like effective teachers, skillful supervisors differentiate their practice to increase expertise and support growth across novice to more expert career stages. This growth-orientation guides in-the-moment choices as supervisors draw from a rich repertoire of strategies to meet teachers' immediate needs.

    Skillful teaching takes years to master. There are always areas for growth. The primary goal of supervision is to increase teachers' capacity to reflect on their own practice, self-assess, set goals and monitor for continuous improvement.

- *The deepest purpose of supervision is to create a culture of learning.*

    A learning culture in schools makes knowledge public, spreads good ideas and energizes best practices. This reflective and inquiry-driven environment increases

shared understanding of effective practice and provides a wide range of perspectives for examining critical issues. Learning-focused supervisory interactions create essential feedback loops that reinforce these values and amplify high expectations for all: students, teachers and supervisors.

Effective instructional leadership matters. Supervisor need to see themselves as learners and to believe in their own capacity and the capacity of others to grow. For supervisors, the ability to structure and facilitate learning-focused conversations lies at the heart of both one-on-one and collective work with teachers.

Lipton, Ed. D, Laura, and Bruce Wellman, M.Ed. "Assumptions about Learning-focused Supervision." *Learning-focused Supervision. Developing Professional Expertise in Standards-Driven Systems*, Charlotte, VT: MiraVia,LLC, 2013. Print.

TEACHER EVALUATION SYSTEM

Evaluation and Support Program Overview

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
   (a) **Observation of teacher performance and practice (40%)** as defined in the Danielson (2011) Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice
   (b) **Parent feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
   (a) **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO)
   (b) **Whole-school measures of student learning (5%)** as determined by an aggregate the administrators' school student learning indicators

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

> **Exemplary** – Substantially exceeding indicators of performance
>
> **Proficient** – Meeting indicators of performance
>
> **Developing** – Meeting some indicators of performance but not others
>
> **Below Standard** – Not meeting indicators of performance
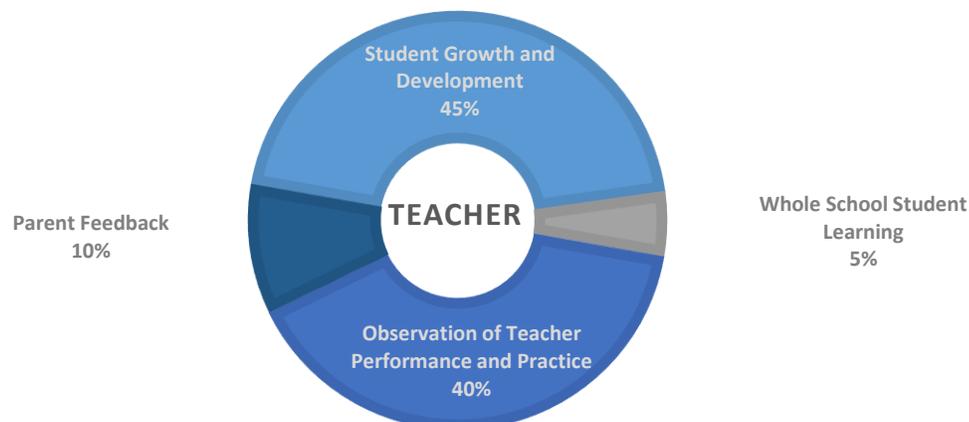
Teacher Evaluation Process and Timeline

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

Goal Setting and Planning	Mid-Year Check In	Final Review	End-of-Year Review
Orientation on Process Teacher Reflection and goal setting Goal-setting conference	Review goal and performance data Mid-year Conferences	All formal and informal evaluations must be completed	End-of-Year Conference Final Summative Ratings
By November 15th	January/February	By May 30th	By June 30th

Goal-Setting and Planning:
> Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and the student learning objective (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, and a student learning objective (SLO) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. G*oal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objective in order to arrive at a mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goal and objectives if they do not meet approval criteria.

Mid-Year Check-In:
Timeframe: **January and February**

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, the student learning objective (SLO) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of the SLO to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. In the event, a teacher's assignment due to a transfer or promotion has been changed dramatically which would require a significant adjustment to the teacher's workflow, this situation would be brought to the attention of the Superintendent and handled on a case by case basis.

3. To further guide teachers and administrators in meeting the June evaluation completion deadline, a timeline delineating target dates and activity completion is provided to administrators for completion.

Group A Teachers / Specialists

Group A Evaluations Timeline		
Start Date	Deadline	Evaluation Activity
March 16	April 30	Formal Observation #3
March 16	April 30	Informal Observation
March 16	April 30	Domain 4 Portfolio
April 1	April 30	End of Year Conference and Form
May 1	May 30	Final Summative Ratings

teachscape

Group B Teachers / Specialists

Group B Evaluations Timeline		
Start Date	Deadline	Evaluation Activity
March 16	April 30	Informal Observation #3
March 16	April 30	Formal Observation (optional)
March 16	April 30	Review of Practice
April 1	April 30	End of Year Conference and Form
May 1	May 30	Final Summative Ratings

teachscape

End-of-Year Summative Review:

Timeframe: Target is May 30; must be completed by **June**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal setting conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

Alternative Evaluation Continuum: All teachers hired after the November 15th target for Goal Setting and Planning will follow the Alternative Evaluation Continuum (**See Appendix A**) . In this way, new hires will complete the appropriate workflow in Reflect. Administrators will be required to conduct and complete one formal evaluation with pre-post conferences. Each new teacher will work collaboratively with a teacher from the same content area who has met a proficiency rating from previous years to develop an SLO and IAGDs and assist with navigating the Reflect workflow process. New teachers will be participate in professional development through webcasts and the Learn online professional development portal to familiarize themselves with the Danielson framework and the representative domains.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The CTHSS Evaluation Program will provide new administrators with training opportunities and technical support throughout the year to realize proficiency in the *Focus* assessment instrument.

Each administrator is required to successfully complete the Teachscape *Focus* teacher proficiency assessment within the first six months of hire. Each subsequent year, all district and school administrators will undergo a full-day calibration exercise to recertify in the *Focus* teacher proficiency assessment. This training is facilitated by the Teachscape assessment team to provide an opportunity for school administrative teams to score and calibrate their results to ensure fidelity in implementation across all schools. Research has shown that the use of calibration as an intervention after training and certification significant improves scoring accuracy and consistency. "Observer Calibration, A Tool for Maintaining Accurate and Reliable Classroom Observations" (ETS, p2).

To support observers over time, calibration exercises are scheduled throughout the school year to maintain scoring accuracy and to provide teachers with assurances of accurate and fair assessments of their classroom practice. Online delivery of such exercises allows individual administrative teams to determine the scheduling of these exercises, at least three times a year, to coincide with peak of the observation cycles. This data allows the district to evaluate the overall quality of the observation process on an ongoing basis.

Cash, A. H., Hamre, B. K., Pianta, R. C., & Myers, S. S. (2012). Rater calibration when observational assessment occurs at large scale: Degree of calibration and characteristics of raters associated with calibration. *Early Childhood Research Quarterly,* 27(3), 529-542.

SUPPORT AND DEVELOPMENT

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

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the CTHSS Evaluation and Support Program, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Professional Learning opportunities continue to be a priority for the successful implementation of the CTHSS Evaluation and Support plan. The district's Professional Development and Evaluation Committee (PDEC) convened over the past 2014-15 school year to address implementation planning and to establish a calendar of professional learning opportunities for the upcoming 2015-16 school year to include (**see Appendices B and C**):

- Required orientation of the CTHSS Evaluation and Support Program for new teachers and administrators, early fall, 2015, spring 2016

- Required 3-day training for all new administrators in CTHSS Evaluation and Support Program, early fall, 2015

- Required training in *Focus* teacher proficiency instrument for all new administrators, completed by October, 2015

- Required training for all new teachers and administrators in Teachscape's *Reflect* Evaluation Learning Management System, August-September 2015; January-March, 2016

- Training in Teachscape's *Learn* professional learning management system to support personalized learning plans., September-October, 2015; January-March, 2016

- Teachscape Focus Teacher Proficiency Calibration Training for all Administrators, November, 2015; Subsequent online calibration exercises scheduled at building level with individual administrators or administrative teams, three time per year to coincide with peak evaluation periods.

- Training for all administrators in establishing structured conversations in using protocols and practices which encourage reflection, growth, and the use of data in providing effective teacher feedback has been scheduled throughout the year. These trainings will be facilitated by Dr. Laura Lipton and Bruce Wellman, authors of *Learning-focused Supervision, Developing Professional Expertise in Standards-Driven Systems*.

A cohort of administrators have received coaching in *The Continuum of Learning-focused Interaction* (**see Appendix D**) and these efforts will be continued throughout the 2015-16 school year.

Career Development and Growth

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

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

TEACHER PRACTICE RELATED INDICATORS

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

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

These categories will be described in detail below.

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

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and to tailor support to those needs. *The Framework for Teaching* is organized into four domains, each with 5-6 components was developed by Charlotte Danielson (next page). The *2013 Framework for Teaching Evaluation Instrument* has incorporated rubric language which is aligned to the Connecticut Core Standards. The following language has been added in the following domains;

➢ Domain 1-1c: Setting instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
➢ Domain 3-3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Assessment in Instruction

Charlotte Danielson's FRAMEWORK FOR TEACHING (2013)

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning
- Importance of content
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior
- Response to misbehavior\

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students
- Persistence

CTHSS Evaluation and Support Plan Rubric

Framework for Teacher Evaluation Instrument aligned with CCSS (Danielson, 2013)

Domain 1: Planning and Preparation			
Unsatisfactory: Level 1	**Basic: Level 2**	**Proficient: Level 3**	**Distinguished: Level 4**
1a: Demonstrating knowledge of content and pedagogy — In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes • *The teacher makes content errors.* • *The teacher does not consider prerequisite relationships when planning.* • *The teacher's plans use inappropriate strategies for the discipline.*	• *The teacher's understanding of the discipline is rudimentary.* • *The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.*	• *The teacher can identify important concepts of the discipline and their relationships to one another.* • *The teacher provides clear explanations of the content.* • *The teacher answers students' questions accurately and provides feedback that furthers their learning.* • *Instructional strategies in unit and lesson plans are entirely suitable to the content.*	• *The teacher cites intra- and interdisciplinary content relationships.* • *The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.* • *The teacher's plans reflect recent developments in content-related pedagogy.*
Possible Examples • *The teachers says, "The official language of Brazil is Spanish, just like other South American countries."* • *The teacher says, "I don't understand why the math book*	• *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* • *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some*	• *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* • *The teacher has realized her students are not sure how to use a*	• *In a unit on 19th-centtury literature, the teacher incorporates information about the history of the same period.* • *Before beginning a unit on the solar system, the teacher surveys the students on their*

has decimals in the same unit as fractions." • *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.* • *And others…*	*students have not fully grasped place value.* • *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.* • *And others…*	*compass, and so she plans to have them practice that skill before introducing the activity on angle measurement.* • *The teacher plans to expand a unit on civics by having students simulate a court trial.* • *And others…*	*beliefs about why it is hotter in the summer than in the winter.* • *And others…*

Domain 1: Planning and Preparation			
	Unsatisfactory: Level 1	**Basic: Level 2**	**Proficient: Level 3**	**Distinguished: Level 4**

	Unsatisfactory: Level 1	**Basic: Level 2**	**Proficient: Level 3**	**Distinguished: Level 4**
1b: Demonstrating knowledge of students	The teacher displays minimal understanding of how students learn – and little knowledge of their varied approaches to learning, knowledge and skills, specials needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student peraning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Critical Attributes	• *The teacher does not understand child development characteristics and has unrealistic expectations for students.* • *The teacher does not try to ascertain varied ability levels among students in the class.* • *The teacher is not aware of students' interests or cultural heritages.* • *The teacher takes no responsibility to learn about students' medical or learning disabilities.*	• *The teacher cites developmental theory but does not seek to integrate it into lesson planning.* • *The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."* • *The teacher recognizes that different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.* • *The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.*	• *The teacher knows, for groups of students, their levels of cognitive development.* • *The teacher is aware of the different cultural groups in the class.* • *The teacher has a good idea of the range of interests of students in the class.* • *The teacher has identified "high," "medium," and "low" groups of students within the class.* • *The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	• *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* • *The teacher seeks out information from all students about their cultural heritages.* • *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*

Possible Examples	• The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. • And others…	• The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. • And others…	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities using his knowledge of students' interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.	• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended family members. • The teacher regularly creates adapted assessment materials for several students with learning disabilities. • And others…
Domain 1: Planning and Preparation				
	Unsatisfactory: Level 1	**Basic: Level 2**	**Proficient: Level 3**	**Distinguished: Level 4**

1c: Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only on type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	• *Outcomes lack rigor.* • *Outcomes do not represent important learning in the discipline.* • *Outcomes are not clear or are stated as activities.* • *Outcomes are not suitable for many students in the class.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important learning in the discipline.* • *Outcomes are suitable for most of the class.*	• *Outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the discipline.* • *Outcomes are written in terms of what students will learn rather than do.* • *Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.* • *Outcomes, differentiated where necessary, are suitable to groups of students in the class.*	• *The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *The teacher connects outcomes to previous and future learning.* • *Outcomes are differentiated to encourage individual students to take educational risks.*
Possible Examples	• *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The reading outcomes are written with the needs of the "middle" group in mind;*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."* • *The outcomes for the history unit include some factual information as well as a comparison of the perspectives*	• *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.*

• *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.* • *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.* • *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.* • *All others…*	*however, the advanced students are bored, and some lower-level students are struggling.* • *Most of the English Language Arts outcomes are based on narrative.* • *And others…*	*of different groups in the run-up to the Revolutionary War.* • *The learning outcomes include students defending their interpretation of the story with citations from the text.* • *And others…*	• *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.* • *The teacher reviews the project expectations modifies some goals to be in line with students' IEP objectives.* • *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.* • *And others…*

Domain 1: Planning and Preparation			
Unsatisfactory: Level 1	**Basic: Level 2**	**Proficient: Level 3**	**Distinguished: Level 4**
1d: Demonstrating knowledge of resources The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes • *The teacher uses only district-provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand her own skill.* • *Although the teacher is aware of some student needs, he does not inquire about possible resources.*	• *The teacher uses materials in the school library but does not search beyond the school for resources.* • *The teacher participates in content-area workshops offered by the school but does not pursue other professional development.* • *The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *The teacher facilitates the use of Internet resources.* • *Resources are multidisciplinary.* • *The teacher expands her knowledge through professional learning groups and organizations.* • *The teacher pursues options offered by universities.*	• *Texts are matched to student skill level.* • *The teacher has ongoing relationships with colleges and universities that support student learning.* • *The teacher maintains a log of resources for student reference.* • *The teacher pursues apprenticeships to increase discipline knowledge.* • *The teacher facilitates student contact with resources outside the classroom.*

Possible Examples	• *For their unit on China, the students find all of their information in the district-supplied textbook.* • *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.* • *A student says, "It's too bad we can't go to the nature center when we're going our unit on the environment."* • *In the literacy classroom, the teacher has provided only narrative works.* • *And others…*	• *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.* • *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.* • *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.* • *And others…*	• *The teacher provides her fifth graders a range of nonfiction text about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.* • *The teacher takes an online course on literature to expand her knowledge of great American writiers.* • *The ELA lesson includes a wide range of narrative and informational reading materials.* • *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transistion to high school.* • *And others…*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.* • *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.* • *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.* • *And others…*

Domain 1: Planning and Preparation				
	Unsatisfactory: Level 1	**Basic: Level 2**	**Proficient: Level 3**	**Distinguished: Level 4**
1e: Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow and organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven,	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follow a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

• *The teacher provides lists of resources outside the classroom for students to draw on.*

		with only some reasonable time allocations.		
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random, or they only partially support objectives.* • *Lesson structure is uneven or may be unrealistic about time expectations.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking.* • *The teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	• *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*
Possible Examples	• *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.* • *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*	• *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher finds an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.* • *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.* • *The plan for the ELA lesson includes only passing attention*	• *The teacher reviews her learning activities with a reference to high-level "action-verbs" and rewrites some of the activities to increase the challenge level.* • *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.* • *The teacher reviews lesson plans with her principal; they are well structured, with pacing*	• *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.* • *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.* • *After the cooperative group lesson, the students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*

• *And others…*	*to students' citing evidence from the text for their interpretation of the short story.* • *And others…*	*times and activities clearly indicated.* • *The fourth-grade math unit plan focuses on the key concept for that level.* • *And others…*	• *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.* • *And others…*

Domain 1: Planning and Preparation			
	Unsatisfactory: Level 1	**Basic: Level 2**	**Proficient: Level 3**	**Distinguished: Level 4**
1f: Designing student assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher us of the assessment information.
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments lack criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *Only some of the instructional outcomes are addressed in the planned assessments.* • *Assessment criteria are vague.* • *Plans refer to the use of formative assessments, but they are not fully developed.* • *Assessment results are used to design lesson plans for the whole class, not individual students.*	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments when they are necessary for some students.* • *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	• *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic, with real-world application as appropriate.* • *Students develop rubrics according to teach-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*

Possible Examples	• *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.* • *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* • *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."* • *And others…*	• *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.* • *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.* • *A student asks, "If half the class passed the test, why are we all reviewing the material again?"* • *And others…*	• *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as a preparation.* • *The teacher has worked on a writing rubric for her research assessment; she has drawn multiple sources to be sure the levels of expectation will be clearly defined.* • *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.* • *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.* • *And others…*	• *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* • *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.* • *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.* • *And others…*

Connecticut Common Core of Teaching Rubric for Effective Teaching Student and Educator Support Specialists

CCT DOMAIN 2: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING *Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by* **2.a**. Promoting a positive climate that is responsive, respectful and equitable **2.b**. Promoting student engagement and shared responsibility for learning **2.c**. Promoting appropriate standards of behavior **2.d**. Promoting efficient routines and transitions to maximize service delivery	**CCT DOMAIN 3: PLANNING FOR ACTIVE LEARNING** *Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by* **3.a**. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge **3.b**. Planning assessment and prevention/intervention strategies to actively engage student(s) **3.c.** Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress
CCT DOMAIN 4: SERVICE DELIVERY *Service Providers implement intervention to support students in rigorous and relevant learning and to promote their curiosity about the world at large by* **4.a**. Delivery of services **4.b**. Leading students to construct new learning through use of prevention/intervention strategies **4.c**. Monitoring student learning, providing feedback to students and adjusting service delivery	**CCT DOMAIN 5: ASSESSMENT FOR SERVICE DELIVERY** *Service Providers use multiple measures to analyze student performance and to inform subsequent planning and instruction by* **5.a**. Formative and summative assessment for learning **5.b**. Assessment criteria and feedback to improve student performance and responsibility for learning **5.c**. Comprehensive data analysis, interpretation and communication
CCT DOMAIN 6: PROFESSIONAL RESPONSIBILITY AND LEADERSHIP *Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by* **6.a**. Engaging in continuous professional growth to impact services and student progress **6.b**. Collaborating to develop and sustain a professional learning environment to support services and student progress **6.c**. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning **6.d**. Conducting oneself as a professional	

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.a. Promoting a positive climate that is responsive, respectful, and equitable Attributes • Rapport and positive interactions • Respectful of student(s), staff and families' diversity	• Limited evidence of rapport with student(s), staff and families • Demonstrating some disrespectful interactions with student(s), staff and families or lack of sensitivity to diversity of student(s), staff and families	• Establishing rapport and positive interaction with some, but not all students, staff and families • Demonstrating respectful interactions with student(s), staff and families, but does not reinforce respect for diversity among students, staff and families	• Building positive rapport and trusting, supportive relationships with student(s), staff and families • Interacting with student(s), staff and families respectfully and creating a climate that is sensitive to cultural, developmental and learning differences	*In addition to the characteristics of proficient:* • Involving student(s), staff and families in promoting a respectful learning environment • Celebrating student(s)', staff and family differences and diversity and promoting expectations that they are respectful of one another
INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.b. Promoting student engagement and shared responsibility for learning **Attributes** • Student engagement/re-engagement • Shared responsibility for positive student interaction	• Some students are consistently not engaged and few attempts are made to re-engage them • Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s)	• Demonstrating developing strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other	• Demonstrating effective strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) are willing to take intellectual risks, interact positively with each other and share responsibility for learning	*In addition to the characteristics of proficient:* • Student(s) contribute to a positive learning environment and independently interact with one another

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.c. Promoting appropriate standards of behavior **Attributes** • Communicates and reinforces appropriate standards of behavior • Promotes social competence and responsible behavior	• Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning • Providing ineffective opportunities for student(s) to develop social skills and responsible behavior	• Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning • Promoting social competence with some effectiveness in building student's capacity to self-regulate and take responsibility for their actions	• Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning • Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions	*In addition to the characteristics of proficient:* • Student(s) independently use proactive strategies and social skills and take responsibility
INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.d. Promoting efficient routines and transitions to maximize service delivery **Attributes** • Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students	• Loss of significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials.	• Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials	• Maximizing service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students	*In addition to the characteristics of proficient:* • Students independently facilitate and engage in routines

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3.a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge **Attributes** • Service delivery is aligned with coherent progression • Service delivery is aligned with present level of knowledge and skill • Differentiation based on student's learning needs	• Planning service delivery content that lacks alignment with performances or developmental expectations or standards • Use of student data is insufficient to identify prior knowledge to plan service delivery or differentiate for student(s)' needs • Planning service delivery that is often at an inappropriate level of challenge for student(s)	• Planning service delivery that is aligned with student need, but sometimes lacks coherent sequencing or connections to developmental expectations or standards • Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning • Planning intervention that is at an appropriate level of challenge and depth based on student(s)' prior developmental expectation or standards	• Planning service delivery that has a coherent progression and alignment with student developmental expectations or standards, connecting and integrating performance and participation • Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning • Planning service delivery that is at an appropriate level of challenge, depth, and relevant to student(s)' developmental expectations or standards	*In addition to the characteristics of proficient:* • Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance • Engaging students in identifying their own learning needs and advocating for support.
INDICATORS	Below Standard	Developing	Proficient	Exemplary
3.b. Planning assessment and prevention/intervention strategies to actively engage student(s) **Attributes** • Prevention/intervention strategies, tasks and questions • Resources, technology and flexible groupings	• Selecting and designing strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking • Selecting or designing resources, technology and groupings that insufficiently support the needs of students • Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes	• Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge • Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes • Resources, technology and flexible groupings are used to enable access and attainment of student outcomes	• Selecting and designing instructional strategies, tasks and questions that build to higher order, knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge • Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom • Resources, technology and flexible groupings are used to enable access and learning outcomes in and out of the setting	*In addition to the characteristics of proficient:* • Selecting and designing resources that extend learning opportunities beyond the classroom or school and provides for opportunities for interdisciplinary, real world, career or global connections

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3.c. Selecting appropriate assessment and prevention/ intervention strategies to monitor ongoing student(s) progress **Attributes** • Formative assessment strategies aligned to developmental expectations or standards to monitor student progress	• Selecting or designing assessment strategies that insufficiently measure progress towards or attainment of learning outcomes	• Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes	• Selecting or designing assessments strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes	• Selecting and designing performance assessments that enable student(s) to generalize learning to new contexts

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4.a. Delivery of services **Attributes:** • Service delivery is aligned with developmental expectations or standards • Prevention/intervention activities are aligned with instructional objectives	• Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional objectives • Implementing prevention/intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills, or concepts • Implementing prevention/ intervention that is routinely at an inappropriate level of challenge	• Implementing developmental expectations or standards which sometimes lack clarity or connection with the broader instructional objectives • Implementing prevention/intervention instructional content that is aligned with instructional objectives, but lacks a coherent progression of knowledge, skills or concepts • Implementing prevention/intervention aligned with student developmental expectations or standards, but at an inappropriate level of challenge and depth for some student(s)	• Providing the developmental expectations or standards clearly within the broader learning context/curriculum • Implementing prevention/intervention instructional content that has a coherent progression aligned with the developmental expectations or standards • Implementing prevention/ intervention at an appropriate level of challenge, depth and relevant to student(s) developmental expectations and standards and assists student(s) with accessing or understanding the content	*In addition to characteristics of proficient*: • Student(s) can explain how the learning is situated within a broader learning context/curriculum

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4.b. Leading students to construct new learning through use of prevention/intervention strategies **Attributes:** • Strategies, tasks, questions, discourse and inquiry • Resources, technology and groupings • Level of challenge • Varying service provider and student roles	• Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information • Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions • Using an inappropriate balance of support and challenge • Varying of student and service provider roles, provides some opportunities for students to work together	• Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions • Using a balance of support and challenge to help some students advance their learning • Varying the student and service provider roles allows for opportunities for students to work together to solve problems	• Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximize construction or use of learning in multiple ways • Using a balance of support and challenge to help students advance their learning • Varying the student and service provider roles provides multiple ways for students to direct their learning, solve problems and build independence	*In addition to characteristics of proficient*: • Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence • Promoting student ownership, self-direction and choice while achieving the lesson purpose • Promoting opportunities for interdisciplinary, real world, career or global connections
INDICATORS	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
4.c. Monitoring student learning, providing feedback to students and adjusting service delivery **Attributes** • Monitoring student understanding during service delivery • Feedback to students • Adjustment of service delivery	• Monitoring is not evident • Providing feedback that may be limited, frequently does not help students improve skills, lacks specificity or is inaccurate • Adjusting service delivery that is frequently not based on effective monitoring of students' improvement of skills	• Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete • Providing feedback that may lack specificity but is accurate and helps some students improve their skills • Adjusting service delivery during and between lessons that focuses primarily on providing more time or re-teaching of content or process	• Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective • Providing feedback that is accurate, specific and helps students advance their skills • Adjusting service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs	*In addition to characteristics of proficient*: • Student(s) independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning • Feedback challenges students to extend their learning and thinking

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
5.a. Formative and summative assessment for learning **Attributes** • Formative and summative assessment strategies aligned with developmental expectations and standards • Connections between assessment results and service delivery	• Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards • Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery	• Using formative and summative assessment strategies to measure student(s)' skills and concepts or developmental expectations or standards • Beginning to make connections between assessment results to inform planning and service delivery	• Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards • Making connections between assessment results to inform planning and service delivery	*In addition to characteristics of proficient*: • Modifying assessments to meet the needs of students and value the diversity of ways in which they learn.
INDICATORS	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
5.b. Assessment criteria and feedback to improve student performance and responsibility for learning **Attributes** • Assessment criteria • Student use of assessment criteria • Summative or cumulative feedback for learning	• Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to student(s) • Providing insufficient opportunity for student(s) to use assessment criteria for self-assessment or to take responsibility for learning • Providing feedback on summative or cumulative progress that is not individualized or descriptive	• Developing and using prevention/intervention and behavioral assessment criteria that are generally clear and descriptive, aligned with outcomes but may not be consistently communicated or discussed with student(s) prior to assignments/assessments • Providing some opportunities for student(s) to use assessment criteria for self and peers and to assume responsibility for own learning • Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance toward intervention goals	• Developing and using prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes and communicated and discussed with student(s) prior to assignments or assessments • Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning • Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards intervention	*In addition to the characteristics of proficient*: • Involving student(s) in developing assessment criteria • Student(s) provide rationale for self-assessment results • Students analyze their own results and progress toward achieving learning goals

INDICATORS	Below Standard	Developing	Proficient	Exemplary
5.c. Comprehensive data analysis, interpretation and communication **Attributes** • Comprehensive data to understand student achievement at a particular point in time and over time • Collaborate, analyze, interpret and communicate data/results	• Insufficiently collecting student prevention/intervention or behavioral data/results to develop an understanding of students' progress • Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction	• Collecting some student prevention/intervention behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction predominantly through organized structures or processes and not as needs arise	• Collecting comprehensive student prevention/intervention, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction	NOTE: no exemplary performance descriptor is provided for this indicator

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
6.a. Engaging in continuous professional growth to impact services and student progress **Attributes** • Reflection and self-evaluation to analyze practice and impact on student learning • Response to feedback • Learning opportunities to enhance skills and student learning	• Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning • Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice • Participating in required professional learning that is limited to attendance at required sessions or opportunities	• Reflecting on and self-evaluating practice and student learning but lacks depth of analysis • Responding constructively to supervisor or peer feedback and recommendations for professional growth • Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice	• Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning • Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration • Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice	*In addition to the characteristics of proficient:* • Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs
INDICATORS	Below Standard	Developing	Proficient	Exemplary
6.b. Collaborating to develop and sustain a professional learning environment to support student learning **Attributes** • Contributing to school improvement processes • Collaboration with colleagues and administrators	• Participating with colleagues and stakeholders but minimally collaborates or contributes to developing the school improvement initiatives • Collaborating with colleagues and stakeholders in limited ways or when required to plan and engage in professional learning	• Participating on school or district committees and activities as required and beginning to engage in implementation of the school improvement initiatives • Collaborating with colleagues and administrators to engage in professional learning that is team-based, job embedded, sustained over time and aligned with CCSS and/or appropriate standards	• Participating proactively with colleagues, stakeholders and administrators to develop school or district improvement planning, implementation, analysis and adjustment • Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate standards	*In addition to characteristics of proficient:* • Leading and facilitating colleagues in efforts to develop school and district improvement efforts • Facilitating or coaching others in professional learning to improve practice and provide constructive feedback

INDICATORS	Below Standard	Developing	Proficient	Exemplary
6.c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning **Attributes** • Collaborating with colleagues, stakeholders and families to sustain positive school climate • Communicating with families • Culturally respectful communication with families and students	• Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity • Communicating with families about student progress is primarily through required reports and conferences • Communicating with student(s) and families sometimes lacks respect for culture differences	• Collaborating with colleagues and stakeholders to engage student(s) and families in efforts to develop and sustain a positive school climate • Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships • Communication with student(s) and families in a generally culturally respectful manner	• Collaborating with colleagues and stakeholders proactively to engage student(s) and families to develop and sustain a positive school climate • Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success • Communicating with students and families in a consistently culturally respectful manner	*In addition to characteristics of proficient:* • Leading efforts within and outside the school to improve and strengthen the school climate • Developing unique strategies or digital and technological resources to communicate frequently with families and students • Seeking input from families and communities to support student growth and development.

| **6.d. Conducting oneself as a professional**

Attributes

• Code of professional ethics and responsibility
• Standards of practice for discipline
• Consistent with certification and licensure requirements | • Service Provider actions **are consistent** with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.

• Service Provider actions are **not consistent** with the commitment to student(s), the profession, the community and families |

Evaluation and Support Plan

Content Area Teachers, Library Media Specialists, Special Education Teachers
Indicators for Teacher Practice and Student Outcomes

45% Student Growth and Development → Outcome Rating (50%)
5%   Whole School Learning
40% Observation of Teacher Performance & Practice → Practice Rating (50%)
10% Parent Feedback

AREA	MEASURED BY:	Revised MEASURED BY:
Student Growth and Development (45%)	2 SLOs (Student Learning Objectives) and 1-2 IAGDs per SLO	1 SLO (Student Learning Objective) within Content area. SLO with multiple (no less than two) IAGDs, (Indicators of Academic Growth and Development), should reflect one non-standardized indicator
Whole School Learning (5%)	Based on aggregate rating of administrators' SLOs	Based on aggregate rating of administrators' SLOs
Observation of Teacher Performance & Practice (40%)	2 Areas of Focus	Domains 1-4
Parent Feedback (10%)	1 Goal	1 Goal

Observation Schedule:

TEACHER	REQUIREMENTS	*Revised* REQUIREMENTS
Year 1 & 2 novice teachers	Minimum of 3 Formal in-class Observations, all 3 with Post-Observation Conference, 2 with Pre-Observation Conference *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.*	Minimum of 3 Formal in-class Observations, all 3 with Post-Observation Conference, 2 with Pre-Observation Conference *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.* **Domain 4 Portfolio**
Below Standard or Developing (formerly Unsatisfactory or Needs Improvement)	Minimum of 3 Formal in-class Observations, all with Post-Observation Conference, 2 with Pre-Conference	Minimum of 3 Formal in-class Observations, all with Post-Observation Conference, 2 with Pre-Conference *Any teacher rated Developing or Below Standard will be placed on the CTHSS Improvement and Remediation Plan.*
Proficient/Effective or Exemplary (formerly Meets or Exceeds Expectations)	Minimum of 3 Formal Observations or *Reviews of Practice*, (1 must be a formal in-class observation with pre and post conference)	One formal with pre and post conference or three informals and one Review of Practice. **Teachers rated "proficient" and "exemplary" will have a minimum of one formal observation every three years and three informal observations and one Review of Practice in between formal observations.**
Reviews of Practice	*Reviews of Practice* include lesson plan review, planning meetings, data meetings, call logs, attendance at professional learning activities, attendance at school activities.	*Reviews of Practice* include planning meetings, data meetings, call logs, attendance at professional learning activities, attendance at school activities. These activities fall into

	These activities fall into Domains 1 and 4 and should be rated accordingly	Domains 1 and 4 and should be rated accordingly
Informal Observations	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 & 3)*	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 & 3)*

Process:

Goal-Setting and Planning	Orientation Self-Reflection Goal-Setting (SLOs) Goal-Setting Conference	By November 15th
Mid-Year Check-In	Review Goals & Performance to date Mid-Year Conference	January/February
End-Of-Year Review	Teacher Self-Assessment Scoring End-Of-Year Conference	By June 30th

Measuring Teacher Effectiveness:

Non-Tenured:
A non-tenured teacher can be deemed effective if 2 sequential *Proficient* ratings in years 3 & 4.
It is permissible to get *Below Standard* in year 1; can get *Developing* or *Proficient* in year 2.
  Example:
    Year 1: *Below Standard*
    Year 2: *Developing*
    Year 3: *Proficient/Effective*
    Year 4: *Proficient/Effective*

Tenured:
A tenured teacher will be deemed ineffective if he/she is given 2 sequential *Developing* or *Below Standard* ratings.

Evaluation and Support Plan

Adult LPN, Surgical Tech, Dental Assistant, Medical Assistant, CNA Program Indicators for Teacher Practice and Student Outcomes

45% Student Growth and Development → Outcome Rating (50%)

5% Licensing and Certification Requirements

40% Observation of Teacher Performance & Practice → Practice Rating (50%)

10% Community Feedback

AREA	MEASURED BY:	Revised MEASURED BY:
Student Growth and Development (45%)	2 SLOs (Student Learning Objectives) and 1-2 IAGDs per SLO	1 SLO (Student Learning Objective) within Content area. SLO with multiple (no less than two) IAGDs, (Indicators of Academic Growth and Development), should reflect one standardized and one non-standardized indicator.
Licensing and certification (5%)	Meets licensing and certification requirements	Meets licensing and certification requirements
Observation of Teacher Performance & Practice (40%)	2 Areas of Focus	Domains 1-4
Feedback (10%) Feedback and Surveys	1 Goal : Clinical Site Reviews and Recent Program Graduate Feedback	1 Goal: Clinical Site Reviews, Recent Program Graduate Feedback

Observation Schedule:

TEACHER	REQUIREMENTS	*Revised* REQUIREMENTS
Year 1 & 2 novice teachers	Minimum of 3 Formal in-class Observations, all 3 with Post-Observation Conference, 2 with Pre-Observation Conference *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.*	3 Formal in-class Observations, 2 Pre-Observation Conference; 3 Post-Observation Conference Formal Observations reflect Domains 1,2, and 3. *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.* **Domain 4 Portfolio**
Below Standard or Developing (formerly Unsatisfactory or Needs Improvement)	Minimum of 3 Formal in-class Observations, all with Post-Observation Conference, 2 with Pre-Conference	Minimum of 3 Formal in-class Observations, 2 Pre-Observation Conference, 3 Post- Observation Conference required *Any teacher rated Developing or Below Standard will be placed on the CTHSS Improvement and Remediation Plan.*
Proficient/Effective or Exemplary (formerly Meets or Exceeds Expectations)	Minimum of 3 Formal Observations or *Reviews of Practice*, (1 must be a formal in-class observation with pre and post conference)	A minimum of one formal with pre and post conference or three informals and one Review of Practice. **Teachers rated "proficient" and "exemplary" will have a minimum of one formal observation every three years and three informal observations and one Review of Practice in between formal observations.**
Reviews of Practice	*Reviews of Practice* include lesson plan review, planning meetings, data meetings, call logs, attendance at professional	*Reviews of Practice* include planning meetings, data meetings, call logs, attendance at professional learning activities, attendance at school

	learning activities, attendance at school activities. These activities fall into Domains 1 and 4 and should be rated accordingly	activities. These activities fall into Domains 1 and 4 and should be rated accordingly
Informal Observations	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 & 3)*	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 & 3)*

Process:

Goal-Setting and Planning	Orientation Self-Reflection Goal-Setting (SLOs) Goal-Setting Conference	By November 15th
Mid-Year Check-In	Review Goals & Performance to date Mid-Year Conference	January/February
End-Of-Year Review	Teacher Self-Assessment Scoring End-Of-Year Conference	By June 30th

Measuring Teacher Effectiveness:

Non-Tenured:

A non-tenured teacher can be deemed effective if 2 sequential *Proficient* ratings in years 3 & 4.
It is permissible to get *Below Standard* in year 1; can get *Developing* or *Proficient* in year 2.

Example:

Year 1: *Below Standard*
Year 2: *Developing*
Year 3: *Proficient/Effective*
Year 4: *Proficient/Effective*

Tenured:

A tenured teacher will be deemed ineffective if he/she is given 2 sequential *Developing* or *Below Standard* ratings.

Evaluation and Support Plan

Adult Aviation Program Indicators for Teacher Practice and Student Outcomes

45% Student Growth and Development ➡ Outcome Rating (50%)

5%   Licensing and Certification Requirements

40% Observation of Teacher Performance & Practice ➡ Practice Rating (50%)

10% Community Feedback

AREA	MEASURED BY:	Revised MEASURED BY:
Student Growth and Development (45%)	2 SLOs (Student Learning Objectives) and 1-2 IAGDs per SLO	1 SLO (Student Learning Objective) within Content area. SLO with multiple (no less than two) IAGDs, (Indicators of Academic Growth and Development), should reflect one non-standardized indicator.
Training certificate (5%)	Meets Federal Aviation Administration(FAA) mandated training hours with certificate of completion	Meets Federal Aviation Administration(FAA) mandated training hours with certificate of completion
Observation of Teacher Performance & Practice (40%)	2 Areas of Focus	Domains 1-4
Feedback (10%)	1 Goal : Post-graduate follow-up data	1 Goal : Post-graduate follow-up data

Observation Schedule:

TEACHER	REQUIREMENTS	*Revised* REQUIREMENTS
Year 1 & 2 novice teachers	Minimum of 3 Formal in-class Observations, all 3 with Post-Observation Conference, 2 with Pre-Observation Conference *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.*	3 Formal in-class Observations, 2 Pre-Observation Conference; 3 Post-Observation Conference Formal Observations reflect Domains 1,2, and 3. *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.* **Domain 4 Portfolio**
Below Standard or Developing (formerly Unsatisfactory or Needs Improvement)	Minimum of 3 Formal in-class Observations, all with Post-Observation Conference, 2 with Pre-Conference	Minimum of 3 Formal in-class Observations, 2 Pre-Observation Conference, 3 Post- Observation Conference required *Any teacher rated Developing or Below Standard will be placed on the CTHSS Improvement and Remediation Plan.*
Proficient/Effective or Exemplary (formerly Meets or Exceeds Expectations)	Minimum of 3 Formal Observations or *Reviews of Practice*, (1 must be a formal in-class observation with pre and post conference)	2014-15 will require a minimum of one formal with pre and post conference or three informals and one Review of Practice. **Teachers rated "proficient" and "exemplary" will have a minimum of one formal observation every three years and three informal observations and one Review of Practice in between formal observations.**
Reviews of Practice	*Reviews of Practice* include lesson plan review, planning meetings, data meetings, call logs, attendance at	*Reviews of Practice* include planning meetings, data meetings, call logs, attendance at professional learning activities, attendance at school

	professional learning activities, attendance at school activities. These activities fall into Domains 1 and 4 and should be rated accordingly	activities. These activities fall into Domains 1 and 4 and should be rated accordingly
Informal Observations	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 & 3)*	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 & 3)*

Process:

Goal-Setting and Planning	Orientation Self-Reflection Goal-Setting (SLOs) Goal-Setting Conference	By November 15th
Mid-Year Check-In	Review Goals & Performance to date Mid-Year Conference	January/February
End-Of-Year Review	Teacher Self-Assessment Scoring End-Of-Year Conference	By June 30th

Measuring Teacher Effectiveness:

Non-Tenured:
A non-tenured teacher can be deemed effective if 2 sequential *Proficient* ratings in years 3 & 4.
It is permissible to get *Below Standard* in year 1; can get *Developing* or *Proficient* in year 2.

        Example:
                Year 1: *Below Standard*
                Year 2: *Developing*
                Year 3: *Proficient/Effective*
                Year 4: *Proficient/Effective*

Tenured:
A tenured teacher will be deemed ineffective if he/she is given 2 sequential *Developing* or *Below Standard* ratings.

Student Support Services (including SAIL, Dean of Students) Indicators for Teacher Practice and Student Outcomes

45% Student Growth and Development ➡ Outcome Rating (50%)
5% Whole School Learning
40% Observation of Teacher Performance & Practice ➡ Practice Rating (50%)
10% Parent Feedback

AREA	MEASURED BY:	Revised MEASURED BY:
Student Growth and Development (45%)	2 SLOs (Student Learning Objectives) and 1-2 IAGDs per SLO	1 SLO (Student Learning Objective) within Content area. SLO with multiple (no less than two) IAGDs, (Indicators of Academic Growth and Development), should reflect one non-standardized indicator
Whole School Learning (5%)	Based on aggregate rating of administrators' SLOs	Based on aggregate rating of administrators' SLOs
Observation of Teacher Performance & Practice (40%)	2 Areas of Focus	Domains 2, 4, 5
Parent Feedback (10%)	1 Goal	1 Goal

Observation Schedule:

TEACHER	REQUIREMENTS	*Revised* REQUIREMENTS
Year 1 & 2 novice teachers	Minimum of 3 Formal in-class Observations, all 3 with Post-Observation Conference, 2 with Pre-Observation Conference *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.*	Minimum of 3 Formal in-class Observations (Domains 2,3,4,5), all 3 with Post- Observation Conference, 2 with Pre-Observation Conference *Informal observations are at the discretion of administrator and are incorporated into the final summative rating.(Domains 2,4,5)* **Domain 6 Portfolio**
Below Standard or Developing (formerly Unsatisfactory or Needs Improvement)	Minimum of 3 Formal in-class Observations, all with Post-Observation Conference, 2 with Pre-Conference	Minimum of 3 Formal in-class Observations, all with Post-Observation Conference, 2 with Pre-Conference *Any teacher rated Developing or Below Standard will be placed on the CTHSS Improvement and Remediation Plan.*
Proficient/Effective or Exemplary (formerly Meets or Exceeds Expectations)	Minimum of 3 Formal Observations or *Reviews of Practice*, (1 must be a formal in-class observation with pre and post conference)	One formal with pre and post conference or three informals and one Review of Practice. **Teachers rated "proficient" and "exemplary" will have a minimum of one formal observation every three years and three informal observations and one Review of Practice in between formal observations.**
Reviews of Practice	*Reviews of Practice* include lesson plan review, planning meetings, data meetings, call logs, attendance at professional learning activities,	*Reviews of Practice* include planning meetings, data meetings, call logs, attendance at professional learning activities, attendance at school activities. These activities fall into

	attendance at school activities. These activities fall into Domains 1 and 4 and should be rated accordingly	Domains 3 and 6 and should be rated accordingly
Informal Observations	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 & 3)*	*Informal observation scores are incorporated into final summative rating (reflect Domains 2 ,4,5)*

Process:

Goal-Setting and Planning	Orientation Self-Reflection Goal-Setting (SLOs) Goal-Setting Conference	By November 15th
Mid-Year Check-In	Review Goals & Performance to date Mid-Year Conference	January/February
End-Of-Year Review	Teacher Self-Assessment Scoring End-Of-Year Conference	By June 30th

Measuring Teacher Effectiveness:

Non-Tenured:
A non-tenured teacher can be deemed effective if 2 sequential *Proficient* ratings in years 3 & 4.
It is permissible to get *Below Standard* in year 1; can get *Developing* or *Proficient* in year 2.
> Example:
>> Year 1: *Below Standard*
>> Year 2: *Developing*
>> Year 3: *Proficient/Effective*
>> Year 4: *Proficient/Effective*

Tenured:
A tenured teacher will be deemed ineffective if he/she is given 2 sequential *Developing* or *Below Standard* ratings.

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described above. A pre-conference can be held with a group of teachers, where appropriate.

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

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

Observation Process

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

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

- o **Formal**: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
- o **Informal**: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.

- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within seven days of an observation.
- **In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of observations be unannounced.**

Classroom observations provide the most evidence for domains 2 and 3, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

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

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

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers develop one practice and performance goal that is aligned to the CTHSS Framework (Danielson, 2011) for Teacher Evaluation and Support. This goal provides a focus for the observations and feedback conversations.

Teacher Performance and Practice Scoring

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

Summative Observation of Teacher Performance and Practice Rating

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

1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 18 components.
2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 18 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 18 components. Some questions to consider while analyzing the evidence include:

Consistency: Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

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

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

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

Domain 1	Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Proficient*	3
1d	*Exemplary*	4

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

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

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

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 3 are weighted significantly more at 35%. Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. Sample tools will be provided during the pilot year.

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

Category #2: Parent Feedback (10%)

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

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

Administration of a Whole-School Parent Survey

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

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

Parent Survey Instrument Design

The CTHSS parent survey (**see Appendix F**) is collaboratively developed with representative feedback from a variety of stakeholders. Each year an ad hoc committee, chaired by a school administrator, with membership to include teachers, consultants, and parent representatives from the school governance council is established. The previous year's results and questions are reviewed by the committee to provide recommended changes to the Superintendent to ensure increased reliability and validity. The Parent survey is released in early November through May to ensure a high participation and response rate for the upcoming year.

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

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

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

Measuring Progress on Growth Targets

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

Parent Feedback Rating

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

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

STUDENT OUTCOMES RELATED INDICATORS

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

Student Related Indicators includes two categories:
- Student growth and development, which counts for 45%; and
- Whole-school student learning, which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

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

Overview of Student Learning Objective (SLO)
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called **Student Learning Objective (SLO)** as the approach for measuring student growth during the school year.

An SLO in the CTHSS Evaluation and Support Program will support teachers in using a planning cycle that will be familiar to most educators:

| SLO Phase I: Learn about this year's students | → | SLO Phase 2: Set goals for student learning | → | SLO Phase 3: Monitor students' progress | → | SLO Phase 4: Assess student outcomes relative to goals |
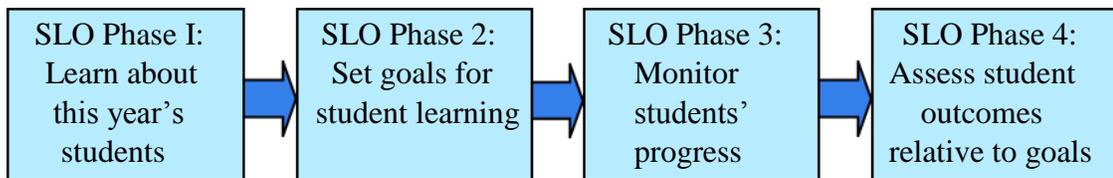
While this process should feel generally familiar, the CTHSS Evaluation and Support Program will ask teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

| SLO Phase 1: Learn about this year's students |
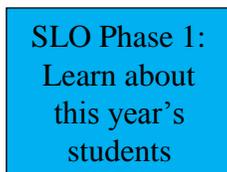
This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments, and demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

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SLO Phase 2:
Set 1 SLO
(goal for learning)
</div>

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

Step 1: Decide on the Student Learning Objective
The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery

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

The following are examples of SLOs based on student data:
- All students will make progress in argumentative essay writing.
- All 11th grade culinary students will meet proficiency in safety, sanitation, and required grade-level culinary skills.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. The SLO must include multiple indicators.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.
- By May 1, 2015, 80% of my 10th grade English students scoring 2 or 3 will increase their score to a 4 or better on a 5 point rubric for argumentative writing.

The process for assessing student growth using multiple indicators of academic growth and development is developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester courses). One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time.

- ▪ A minimum of 1 non-standardized indicator is used in rating 22.5% of IAGDs (e.g. performances rated against rubric, portfolios rated against a rubric, etc.)

Step 3: Provide Additional Information

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

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

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3: Monitor students' progress

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

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

> SLO Phase 4:
> Assess student
> outcomes
> relative
> to SLOs

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

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

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

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

As SLOs have multiple indicators, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

Whole-School Student Learning Indicator

The CTHSS district has determined that the whole-school student learning indicator in teacher evaluations, shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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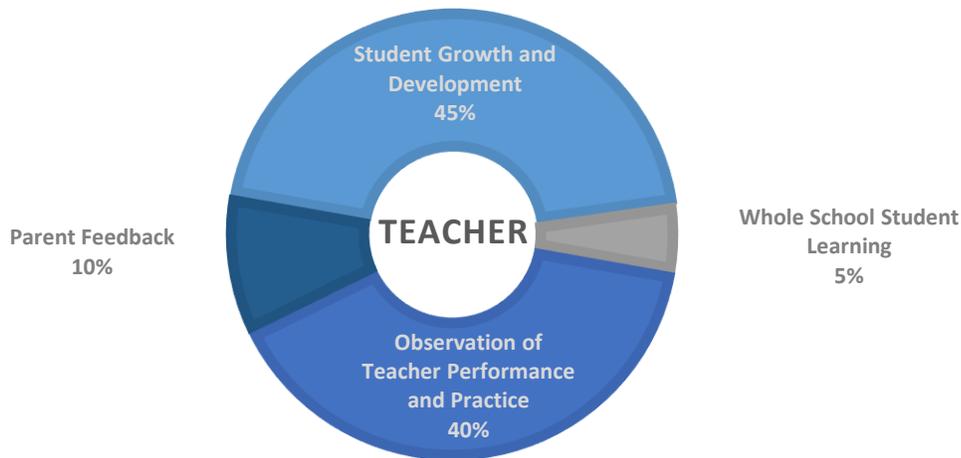
Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator

3) Use Summative Matrix to <u>determine Summative Rating</u>

Each step is illustrated below:

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

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

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

Rating Table

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

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

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

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

Rating Table

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

3) Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

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

2015-16 CTHSS Evaluation and Support Program Improvement and Remediation Plan

Introduction

The CT Technical High School System is committed to implementing the CTHSS evaluation and support model during the 2015-2016 school year. The purpose of the new model is to fairly and accurately evaluate educator performance and to help each educator strengthen his/her practice to improve student learning.

The Improvement and Remediation Plan provides support to teachers not meeting the *Proficiency* standard and rated as *Developing* or *Below Standard* on the newly adopted *CTHSS Evaluation and Support Program* and the accompanying rubric, which delineates the standards for professional practice.

The CTHSS Improvement and Remediation Plan

- identifies the resources, support and other strategies to address documented deficiencies and to assist teachers with the achievement of a rating of proficient or above utilizing the new CTHSS Evaluation and Support framework and standards.
- clearly delineates the timeline for implementing the resources, support and other strategies.
- provides indicators of success that can be included in a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Improvement and Remediation Process

The focus of the plan provided continuous opportunities for improvement as the district supports a model system of professional learning resources, *LEARN,* that is aligned with the domains in the Teacher Evaluation and Support framework. It is critical that feedback given to teachers be closely aligned to the *Framework for Teacher Evaluation and Support* and the accompanying rubric with specific strategies and resources suggested for continual improvement. It must be stressed that in all cases utilizing the identified and recommended strategies and resources is the responsibility of each individual teacher. It is the responsibility of the evaluator and supplemental evaluators to observe practice, provide feedback, and offer strategies and resources. It is not the responsibility of the evaluators to ensure that the strategies and resources offered are utilized.

Tiered Levels of Support

The committee recommends that the process of continuous improvement, which may include an eventual assignment to supervisory assistance, be viewed as a three-tier process to provide levels or states of support.

I. **Tier 1 or Continuous Improvement Stage**

   An educator would follow the prescribed cycle of observations, feedback, and practices established in the CTHSS Evaluation and Support model and would consistently fall in an overall rating of *Proficient.*

II. **Tier II or Teacher Intervention Stage**

   An educator who exhibits characteristics of *Below Standard* in three or fewer components of the *Framework for Teacher Evaluation and Support* or an overall interim rating of *Developing*

at any point during the school year would receive structured support in that the evaluator and teacher would discuss strategies and resources to be utilized to improve practice in the identified areas. The teacher's interim summative rating would be revisited at the end of a 45 day period. (**See Appendix E**)

A teacher working in **Tier II or Teacher Intervention,** who receives a summative rating of *Developing* at the end of a school year, would continue to **Tier II Teacher Intervention** for one forty-five day period beginning the next school year before a determination was made to assign the teacher to Supervisory Assistance. Fifty percent or fewer of the identified indicators moving from *Developing* to *Proficient* at the end of the forty-five day period would cause an assignment to Supervisory Assistance.

III. **Tier III or Supervisory Assistance Stage**

An educator would receive intensive intervention due to an interim and predictive summative rating of *Below Standard* based on multiple observations of practice. A teacher would also be placed in **Tier III Supervisory Assistance** in the next school year if the summative rating for the previous school year was *Developing*.(**See Appendix F**)

Tier III or Supervisory Assistance would incorporate some of the best practices and strategies in TEAM. The teacher would participate in the committee selection process to include a mentor as his/her primary support contact. The role of the mentor at this stage is pivotal as the goal of supervisory assistance is to provide specific and meaningful feedback for a teacher from a highly experienced and qualified teacher colleague. Mentors would be chosen from a list of available teachers/coaches in each school, including department heads, who are willing to provide mentorship to struggling and deficient teachers. The list of available mentors would include, but not be limited to, trained TEAM mentors or formerly trained BEST mentors. The list could also include other teachers who the administration feels have exhibited consistently effective teaching and coaching skills. Also, included on the improvement team would be the evaluator and the central office consultant. The teacher, mentor, and evaluator should be present at Supervisory Assistance Meetings. Team members and those present at Supervisory Assistance meetings may include Department Heads at the request of administration. If a teacher selects to have union representation at these meetings, it is the hope of the district that the spirit of attendance is to see the process as a collaborative exercise. Supervisory Assistance Meetings are **not** disciplinary in nature and should not be viewed as such by any party.

Supervisory Assistance Process

- The decision to place a teacher on Supervisory Assistance would best be made at the end of an established marking period. This will allow for indicators besides observations of practice that can be reviewed such as interim process toward student learning objectives. The initial period for the implementation and assessment of the Improvement and Remediation Plan would be forty-five (45) days.
- The team would work collaboratively with the teacher to construct an improvement and Remediation Plan that would identify the necessary improvement objectives suggested by the components of the *CTTHS Framework for Teacher Evaluation and Support* identified as having an interim rating of *Below Standard* (or Developing in the case of a teacher who is in a year following a summative rating of *Developing*). The plan would also include the necessary improvement resources, strategies and actions suggested by the team (See Tier II Form, Appendix

D, Tier III Form, Appendix E). The indicators of success included would be directly tied to the identified components and rubric and the percentage of components moved from below standard to developing (or *Developing to Proficient* in the case of a teacher who is in a year following a summative rating of *Developing*) during the prescribed time period.

- The improvement team would meet twice during the forty-five day period. The first meeting would be at the beginning of the 45 day period to establish and approve the Improvement and Remediation Plan. The second meeting would be held four weeks into the implementation of the plan to review progress and provide feedback. During the implementation phase, the teacher would be observed and provided with written feedback within five school days; shared with the team.
- **A district recommendation is that a minimum of 3 meetings would be scheduled, which includes the initial meeting and 2 other update meetings to discuss the progress of the plan.**
- The expectation is that the evaluator and/or administrative team would perform a minimum of four observations of practice, two in the first four weeks and two more in the second four weeks of the supervisory assistance period.
- At the end of the forty-five day period a decision would be made concerning the teacher's status. The minimum expectation for progress and improvement is that half or more of the components of the framework that had an interim rating of *Below Standard* leading to the assignment to Supervisory Assistance would be moved to the *Developing* level. At the end of the forty-five day period the team members would report their observations and recommendations to the evaluator (and the principal if the principal is not the primary evaluator) the evaluator and principal would make a decision on the status of the teacher with three possible outcomes:

    1. The teacher could be exited from the process due to improvement in rating from *Below Standard* to *Developing* in all of the components identified in the interim rating with an anticipated summative rating of proficient.
    2. The teacher could be assigned to another forty-five day period due to inconsistent improvement but an anticipated summative rating of *Developing.*
    3. the teacher could be recommended for termination due to little or no progress made toward the objectives or indicators of success (less than fifty percent of the components moved from *Below Standard* to *Developing*)

Definition of Effectiveness and Ineffectiveness

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

Novice teachers shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice teacher's career. A below standard rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four. Upon receiving all student achievement data, superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

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

Dispute-Resolution Process

The Connecticut Technical High School System (CTHSS) has adopted *Learning-focused Supervision* (Lipton, Wellman, 2013) as a model for promoting rich dialogue and discussion around teacher reflection and practice. All CTHSS administrators have been trained in these practices and protocols focused on personal growth and teacher development. New administrators to the district receive this training as part of *CTHSS New Administrator Academy*. Annual calibration exercises are conducted to ensure rating alignment as a collective leadership council. The district's expectation is that all pre- and post-conferences provide opportunities which encourage feedback and conversation around instructional practice.

While active collaboration and reflection is encouraged, there are instances when an administrator and teacher might disagree on the goals/objectives, timeline, professional development plan or evidence for an informal or formal evaluation.

The following process should occur:

Firstly, the teacher should contact the supervising administrator in writing within seven calendar days.

Given the administrative team has conducted activities to ensure the team has coherence in evaluative practices, the supervising administrator should meet to review the teacher's response with his his/her administrative team for feedback and accuracy.

If the team agrees, the findings are conclusive, and the team will share their findings with the building administrator to determine next steps. Every effort should be made to resolve this matter at the building level.

At that point, a meeting with the principal, teacher in question, union representative and teacher who has performed at the proficient rating or better, will be scheduled to determine a resolution to the matter. (parties agree that this will not be viewed as a form of public discipline)

CTHSS Evaluation and Support Program: Administrator Model

CTHSS ADMINISTRATOR EVALUATION AND SUPPORT PLAN

Introduction

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

The model describes four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. These administrators can be characterized as:

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

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

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

Core Design Principles

1. **Focus on what matters most:** The CTHSS adheres to the State Board guidelines for evaluation which specifies the four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.

2. **Emphasize growth over time:** The evaluation of an individual's performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of

performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but this evaluation model encourages administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.

3. **Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.

Evaluation and Support Plan

Administrator Indicators

    40% Leadership Practice   ➡   50%
    10% Stakeholder Feedback
    45% Student Learning   ➡   50%
     5% Teacher Effectiveness

Category Area	MEASURED BY:
1. Leadership Practice (40%)	2 Focus Areas, Leadership Performance Expectations Principals: Performance Expectation 2 *Teaching and Learning* comprises 50% of the leadership practice rating; remaining five performance expectations are equally rated. Assistant Principals: All six performance expectations are equally rated.
2. Stakeholder Feedback (10%)	School Connectedness: Parent Feedback surveys
3. Student Learning (45%)	Performance and progress on the academic learning measures and Performance and growth on district determined measures. Principals: 3 SLOs :2 SLOs related to identified priority areas in Math, Reading or Trade Technology ; one SLO related to cohort graduation rate and extended graduation rate. Assistant Principals: 3 SLOs: 2 SLOs related to the areas the administrator supervises; one SLO mutually agreed upon by the Principal and Assistant Principal SLOs written as SMART goals.
4. Teacher Effectiveness (5%)	Measured by an aggregation of teachers' student learning objectives

Observation Schedule:

Track A	Track B	Track C	Track D
Year 1 and 2 Assistant Principals **(OR)** Developing or Below Standard completing the CTHSS Improvement and Remediation Plan	Year 1 and 2 Principals **(OR)** Developing or Below Standard completing CTHSS Improvement and Remediation Plan	Proficient/Exemplary Assistant Principals	Proficient/Exemplary Principals
Observation of the six performance expectations (40%)	50% is weighted for Teaching and Learning; Others equally rated Total weight of this category is 40%	Observation of the six performance expectations (40%)	50% is weighted for Teaching and Learning Others equally rated Total weight of this category is 40%
Parent Survey (10%)	Parent Survey (10%)	Parent Survey (10%)	Parent Survey (10%)
3 SLOs (each 15%)	3 SLOs (each 15%)	3 SLOs (each 15%)	3 SLOs (each 15%)
Teacher Effectiveness (5%)	Teacher Effectiveness (5%)	Teacher Effectiveness (5%)	Teacher Effectiveness (5%)
Mid-Year Review	Mid-Year Review	Mid-Year Review	Mid-Year Review
Self-Reflection Form	Self-Reflection Form	Self-Reflection Form	Self-Reflection Form
Summative Rating Form	Summative Rating Form	Summative Rating Form	Summative Rating Form
Four school site observations	Four school site observations	Two school site observations	Two school site observations

<u>Process</u>:

Goal-Setting and Planning	Orientation Self-Reflection Goal-Setting (SLOs) and plan development	July-August
Mid-Year Check-In	Formative Review	January/February
Self-Assessment	Self-Assessment	April
Preliminary Summative Assessment	To be finalized in August	May-August

THE MODEL'S FOUR CATEGORIES

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

Category #1: Leadership practice (40%)

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

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

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

2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

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

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

5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises half of the leadership practice rating and the other five performance expectations are equally weighted.
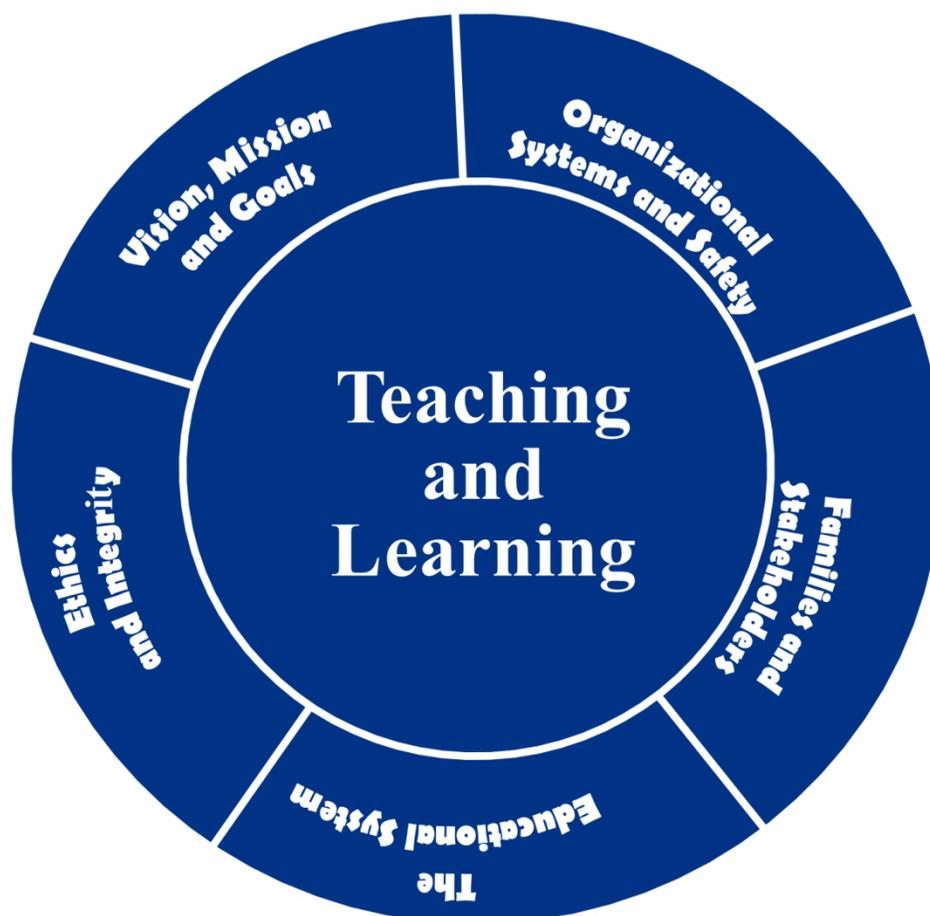
These weightings should be consistent for all principals. For assistant principals, the six Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While we know that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

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

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

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

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

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

STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:

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

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

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

Assessing the practice of administrators other than principals: A rubric is not required for assistant principals. Principals generate ratings from evidence collected directly from the Connecticut School Leadership Standards.

Figure 2: An excerpt from the Leader Evaluation Rubric

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

Element A: High Expectations for All
Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader…

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

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

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the principal's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals 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.

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

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

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary, proficient, 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.

Category #2: Stakeholder feedback (10%)

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

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

The process described below focuses on:
- (1)   conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2)   determining several school-level parent goals based on the survey feedback;
- (3)   teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;

(4)   measuring progress on growth targets; and

(5)   determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

Administration of a Whole-School Parent Survey

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

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

Parent Survey Instrument Design

The CTHSS parent survey (**see Appendix G**) is collaboratively developed with representative feedback from a variety of stakeholders. Each year an ad hoc committee, chaired by a school administrator, with membership to include teachers, consultants, and parent representatives from the school governance council is established. The previous year's results and questions are reviewed by the committee to provide recommended changes to the Superintendent to ensure increased reliability and validity. The Parent survey is released in early November through May to ensure a high participation and response rate for the upcoming year.

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

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

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

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect

evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Parent Feedback Rating

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

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle (see **Figure** on the next page) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process. We also know that the process can easily devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, we encourage two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Overview of the Process

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

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

Step 1: Orientation and Context-Setting: To begin the process, the administrator needs five things to be in place:

1. Stakeholder survey data are available for review by the administrator.

2. The superintendent has communicated his/her student learning priorities for the year.

3. The administrator has developed a school improvement plan that includes student learning goals.

4. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process:

Only #5 is required by the approved guidelines, but the data from 1-4 are essential to a robust goal setting process.

Step 2: Goal-Setting and Plan Development:
Before a school year starts, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. We call this "3-2-1 goal setting."

Available Data

Superintendent's Priorities

School Improvement Plan

Prior Evaluation Results

SLO 1

SLO 2

SLO 3

Survey Target

Focus Area 1

Focus Area 2
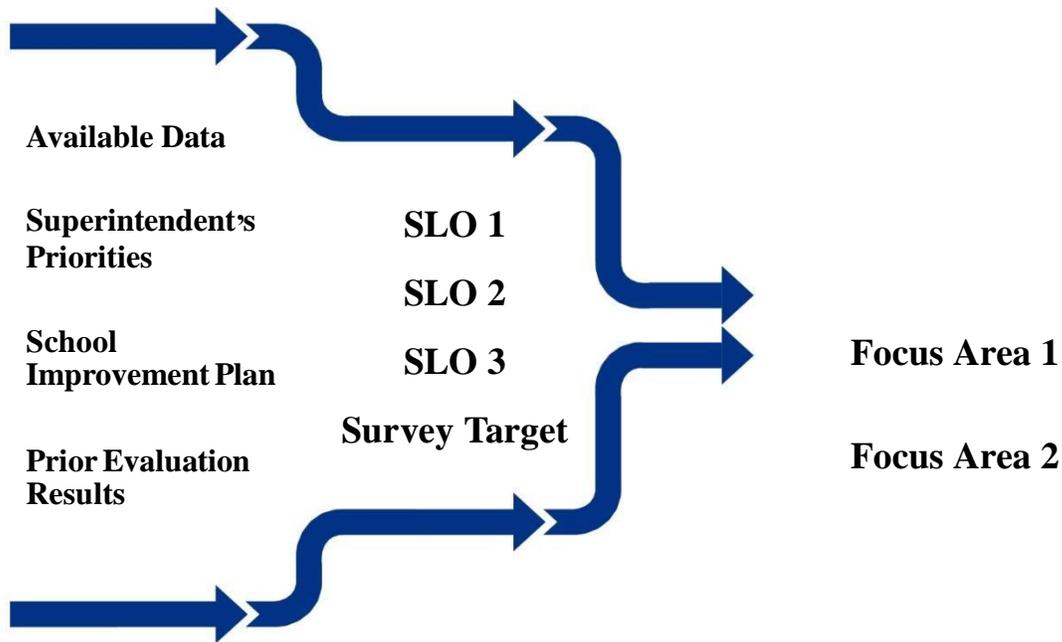
Administrators should start with the outcomes they want to achieve. This includes setting three student learning objectives and one target related to stakeholder feedback.

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

Next, the administrator and the evaluator meet to discuss and agree on the selected 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 Proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

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

The evaluator and administrator also discuss the appropriate resources and professional 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.

DO YOU HAVE A GOOD EVALUATION PLAN?

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

1. Are the goals clear and measurable, so that you will know whether you have achieved them?

2. Can you see a through-line from district priorities to the school improvement plan to the evaluation plan?

3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

Step 3: Plan Implementation and Evidence Collection: As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting. We recommend that evaluators plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas.

Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, it is the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

For example:

- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where the Administrator is present
- Communications to Parents and Community
- Conversations with Staff
- Conversations with Students
- Conversations with Families

Further, the evaluator may want to establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits might be planned at 2-to 3-month intervals.

A note on the frequency of school site observations:

- 2 observations for each administrator.

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

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

Step 3: Mid-Year Formative Review: Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

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

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

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

Step 4: Self-Assessment: In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;

- Has some strengths on this element but need 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.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. We believe that including the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for the principal's self-reflection to inform their rating for the year.

The administrator submits their self-assessment to their evaluator.

Step 5: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not 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 administrator's summative rating when the data is available and submit the adjusted rating no later than

September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

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

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

- The student learning objectives should count for the full assessment of student learning.

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

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 Connecticut Leadership Standards

2. Review baseline data on selected measures, which may require a fall administration of the survey in year one

3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)

4. Later in the school year, administer surveys to relevant stakeholders

5. Aggregate data and determine whether the administrator achieved the established target

6. Assign a rating, using this scale:

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

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

Category #3: Student learning (45%)

Student learning is assessed in equal weight by performance and growth based on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

LOCALLY-DETERMINED MEASURES

Administrators establish three student learning objectives (SLOs) on measures they select. 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, districts must provide evidence of alignment to research-based learning standards.

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

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

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

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

- The principal 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 principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.

- The principal shares the SLOs 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.

  o We describe the broader purpose and structure of this conversation later.

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

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

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

Category #4: Teacher Effectiveness (5%)

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

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

As part of Connecticut's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

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

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. **Proficient:** Meeting indicators of performance

3. **Developing:** Meeting some indicators of performance but not others

4. **Below standard:** Not meeting indicators of performance

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting and making progress on 3 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 proficiency is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *exemplary* performance on more than a small number of practice elements.

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

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

Determining 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 six performance expectations of the leader evaluation rubric and the three 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 outcomes rating is derived from the student learning objectives – and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. 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 should examine the data and gather additional information in order to make a final rating.

Summative Rating Matrix

		Practice Related Indicators Rating			
		4	**3**	**2**	**1**
		Exemplary	Proficient	Developing	**Below Standard**
Outcomes Related Indicators Rating	**4** Exemplary	Exemplary	Exemplary	Proficient	*Gather further information*
	3 Proficient	Proficient	Proficient	Proficient	*Gather further information*
	2 Developing	Proficient	Developing	Developing	**Below Standard**
	1 Below Standard	*Gather further information*	**Below Standard**	**Below Standard**	**Below Standard**

2015-16 CTHSS Evaluation and Support Program Improvement and Remediation Plan

Evaluation-Informed Professional Learning:
Professional learning opportunities shall be directly tied to the evaluation outcomes established in the Professional Practice (40%) rating, using the CCL Rubric. Such opportunities will be differentiated for administrators requiring remediation, those administrators who are rated proficient in their practice, and for administrators assessed at the exemplary level. Administrators rated proficient shall, through their Focus Areas, work with their immediate supervisor to identify professional learning opportunities available in the district's learning management platform, via off-site seminars and workshops directly related to their Focus Areas, and through the availability of peer observation within the district. Proficient administrators will also be encouraged to take advantage of technology in the extension of their reach as effective educational leaders through social media and other technological tools. Professional organizations which provide leadership development workshops and trainings i.e. The Connecticut Association of Schools i.e. (CAS) will work with district staff to promote the acquisition of effective leadership practices.

Career Development and Professional Growth:
While the activities indicated below will not be restricted to administrators judged to be exemplary in one or more of the indicators for effective leadership practice, such leaders will be particularly targeted to engage in such activities as the following:

- Mentorship roles for new administrators or colleagues needing remedial assistance
- Presentation in district workshops to peers
- Subject of peer observation by administrative colleagues
- Leading professional Learning Communities re: district initiatives or problems of practice
- Engagement in out-of-district professional opportunities highlighting their expertise and effectiveness

Improvement and Remediation Plan(s):
Administrators who receive a rating below *Proficient* on one or more of the Performance Expectations contained within the CCL: Connecticut School Leadership Standards Rubric shall be placed in an intervention category as defined below. The determination of success for the intervention plan would be tied directly to improvement on those CCL Rubric Leadership Performance Expectations in which the individual was rated less than *Proficient*. The intervention plan would consist of the following:

- The administrator, his/her immediate supervisor, a member of Central Office (if appropriate) and a representative of the administrator bargaining agent (AFSA) would meet as the Intervention Team to develop the Intervention Action Plan. (Appendix F)
- The interval of time for the Intervention Action Plan would a minimum of 90 days.
- The Intervention Team would meet a minimum of two additional times within the interval of intervention to update and review the progress of the administrator in meeting the identified outcomes of the Intervention Action Plan.
- During the interval of intervention, a minimum of six observations of practice would be scheduled by the intervention team. The intervention plan would include the remedial action steps and designate the person(s) responsible for conducting the observations to include written feedback provided to the administrator. Such observations shall be scheduled to allow a minimum of one observation during each month of the plan with a minimum of a second observation in the final month of the plan.

- Strategies to be employed as part of the Intervention Action Plan may include, but not be limited to, the following: Peer observation, executive coaching by either an external or internal party, mandated participation in targeted professional learning activities beyond the district and/or documented assistance by the immediate supervisor.
- At the end of the Intervention Action Plan interval, a decision would be made concerning the administrator's status. The minimum expectation for acceptable progress would be observable improvement in one half or more of the Performance Standards under the Practice Rating. The Performance Expectation 2: Teaching and Learning is mandated to be at Proficient if performance in this area was at issue. At the end of the intervention interval, the team members would review the administrator's progress and report their findings to Central Office with a recommendation as to the administrator's status.
    1. An administrator would exit from the process due to meeting the minimal standard of improvement in those Expectations identified in the initial team meeting with an anticipated rating of *Proficient* in at least 50% of those Indicators identified as well as in the Expectation 2: Teaching and Learning.
    2. The administrator could be assigned another 90-day period due to inconsistent improvement.
    3. The administrator could be recommended for termination due to little or no progress made toward the identified indicators of success (Less than 50% of the identified Expectations show improvement to the level of *Proficient* or Performance Expectation 2: Teaching and Learning has not improved to a minimum level of *Proficient*.)

Definition of Effectiveness and Ineffectiveness

The CTHSS administrator evaluation model defines principal effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. These administrators can be characterized as:

> ➢ Meeting expectations as an instructional leader
> ➢ Meeting expectations in at least 3 other areas of practice
> ➢ Meeting 1 target related to stakeholder feedback
> ➢ Meeting and making progress on 3 student learning objectives aligned to school and district priorities
> ➢ Having more than 60% of teachers proficient on the student growth portion of their evaluation

The CTHSS defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. A pattern may consist of a pattern of one rating.

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

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

Dispute-Resolution Process

While active collaboration and reflection is encouraged, there are instances when a supervisor and administrator and might disagree on the goals/objectives, timeline, professional development plan or evidence from a site visit or mid-year, end of year conferences.
The following process should occur:
Firstly, the administrator should contact their immediate supervisor in writing within seven calendar days.
The supervising evaluator should meet to review the administrator's response with the Superintendent for feedback and accuracy.
At that point, a meeting with the Superintendent, administrator in question, a union representative who has performed at the proficient rating or better, will be scheduled to determine a resolution to the matter. (parties agree that this will not be viewed as a form of public discipline)

Career Development and Growth

The district continues to provide professional learning activities to support the development of school and district leaders. The district has partnered with the Connecticut Association of Schools (CAS) to provide support and leadership activities through the New Leaders' Academy. In addition, all new administrators will participate in a year-long series of workshops on contemporary issues, policies and initiatives and procedures and practices germane to the CTHSS. This leadership series will also provide individualized coaching for each new administrator scheduled for each month. This onsite support will allow for additional support and clarification on issues related to scheduling, SLO development, and the evaluation workflow.

All new administrators are required to participate in a three-day training on the CTHSS Teacher Evaluation and Support Model. In addition, all new administrators are expected to complete the *Teachscape* Teacher Proficiency within the first six months of hire. Each year, prior to the November 15th deadline, all administrators will undergo a *Teachscape* Proficiency calibration activity as school teams to ensure there is fidelity in the evaluation protocols and practices.

The district will continue to work with Laura Lipton and Bruce Wellman, co-directors of *Learning-focused Supervision* continuum in assessing and developing professional practice using the Danielson Framework for Teaching. This training encourages reflection and requires conversations between the supervisor and teacher that are growth-oriented, developmental and learning-focused. Each new administrator will receive initial training and additional trainings and coaching are planned for next year at individual buildings.

Each month leadership council meetings are scheduled for principals and assistant principals to exchange ideas and best practices or further development and understanding around the implementation of the Reflect model for teacher evaluation.

The Superintendent coordinates a Principals' Roundtable to strengthen leadership practices around teaching and learning using professional journals and books on noted experts in the field of school improvement.

Lastly, veteran administrators are encouraged to participate in webinars i.e. interpreting TeachScape summary reports, Connecticut Core Standards and to attend in conferences related to their individual areas of leadership and professional growth.

APPENDIX A

		CTHSS Evaluation and Support Continuum					

CTHSS Teacher Evaluation and Support Components	Goal-setting and Planning	Mid-Year Conferences	Evaluation Activity				
CTHSS Transition Model New Hires November 16-January 1 These accounts will be tagged in *Reflect*	November 16-December 31 Accounts are verified for correct workflow and activated Goal setting and planning documents are submitted in *Reflect* *Reviewed for completeness*	January-February Mid-Year Check-In Monitor progress Informal Evaluation with feedback Prepare for formal evaluation pre-conference	March 16-April 30 Complete one formal evaluation with pre-post conference Prepare documentation and plan for following school year				
CTHSS Transition Model New Hires January 31-March 15 These accounts will be tagged in *Reflect*	January 31-March 15 Accounts are verified for correct workflow and activated Goal setting and planning documents are submitted in *Reflect* *Reviewed for completeness*	March 15 Mid-Year Check-In Monitor progress Informal Evaluation with feedback Prepare for formal evaluation pre-conference	March 16-April 30 Complete one formal evaluation with pre-post conference Prepare documentation and plan for following school year				
April 1- June 30 Accounts are verified for correct workflow and activated Teacher completes required modules in Learn Danielson Framework Participates in full-day New Teacher Orientation on *Reflect* in August							
	Learn Online	Learn Online **Attend New Teacher Orientation January**	Learn Online	Complete Learn Online Professional Development: Danielson Rubric			
CTHSS Model Group A Teachers and Specialists	August-November 15 Accounts are verified for correct workflow and activated Goal setting and planning documents are submitted in *Reflect* *Reviewed for completeness* By November 15th	January-February Mid-Year Check-In Review goal and performance data	March 16-April 30 Group A Formal Observation #3 Informal Observation (Optional) Domain 4 Portfolio Review of Practice	April 1-30 End of Year Conference and Form	May 1-30 Final Summative Ratings All Workflows Scored Final Ratings	June Final Review and Submission to CSDE for July 1	
CTHSS Model Group B Teachers and Specialists	August-November 15 Accounts are verified for correct workflow and activated Goal setting and planning documents are submitted in *Reflect* *Reviewed for completeness* By November 15th	January-February Mid-Year Check-In Review goal and performance data	March 16-April 30 Group B Informal Observation #3 Formal Observation (Optional) Review of Practice	April 1-30 End of Year Conference and Form	May 1-30 Final Summative Ratings All Workflows Scored Final Ratings	June Final Review and Submission to CSDE for July 1	

CTHSS Professional Development and Evaluation Committee

February 23, 2015

9:00-10:30 AM

Superintendent's Office

Meeting Agenda

9:00-9:30 AM	Review of Teacher Evaluation timeline
9:30-10:00 AM	Review of Professional Development Calendar
10:00-10:30 AM	2015-2016 Submission Process

CTHSS Professional Development and Evaluation Committee
May 7, 2015

1:00-3:00 PM

Superintendent's Office

<u>Meeting Agenda</u>

1:00-1:30 PM	Outstanding Topics Finalizing Language in Handling Dispute Process; Mid-Year Transfer of Teacher Assignments
1:30-2:30 PM	Review and Comment of CTHSS Evaluation and Support Plan, 2015-16
2:30-3:00 PM	Summer Work to be completed by August 1st

Learning-focused Conversations

Supervisor/ Specialist	Information, analysis, goals			Information, analysis, goals	Teacher
	Calibrating	Consulting	Collaborating	Coaching	
Guiding question	What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?	What information, ideas and technical resources will be most useful to this teacher at this time?	What are some ways to balance my contributions with this teacher's experiences and expertise?	What mental and emotional resources might be most useful for this teacher at this time?	

Use a pattern of pause/paraphrase/pause and inquire (coach) . . . or shift stance:

Calibrating strategies: • These data indicate a need to... • An essential next step would be... • The standard at this grade level means that...	Consulting strategies: • Several things that might be effective here, include... • Typically, that might be caused by... • Research in this area indicates... • Some ways I think about that are....	Collaborating strategies: • Let's brainstorm a list of . . . • Why don't we generate some pro's and con's for . . . • How might we plan for . . .	**The Continuum of Learning-focused Interaction** is used by supervisors to flexibly shift between four stances to develop teachers' capacities to apply standards, reflect upon data, set goals and expand professional expertise.

Planning Conversations

Activating and Engaging (1a, 1b)
• context   • presenting issues

Exploring and Discovering
• goals and outcomes (1c)
• indicators of success (1f)
• approaches, strategies and resources (1d, 1e)
• potential choice points and concerns (1e, 1f)

Organizing and Integrating
• personal learning   • next steps

Reflecting Conversations (4a)

Activating and Engaging
• recollections   • perspectives and perceptions

Exploring and Discovering
• weigh evidence
• search for patterns
• compare/contrast
• analyze cause-effect

Organizing and Integrating
• generalizations   • applications

Effective paraphrases align the speaker and responder, establish understanding, communicate regard and create connections to whatever follows.

Three Types of Paraphrase

Acknowledge and Clarify:

So, you're noticing . . .
You're describing. . .
In other words, there are . . .

Summarize and Organize:

There seem to be two key issues . . .
So, you're comparing _____ with _____ . . .

Shift Level of Abstraction:

Shifting up (e.g., move from Element to Component or Domain)

So, your activities and assignments are designed for high student engagement.

Shifting down (e.g., move from Domain to Component or Element)

Your thinking about using assessment in instruction includes assessment criteria and feedback to students.

Artful questions combine with pausing and paraphrasing to increase the potential of learning-focused conversations. The goal of inquiry is to produce teacher thinking and integrate the self-talk of expertise

Use invitational stems:

What are some . . .
In what ways. . .
How might you . . .
What seems to be . . .
Given your. . .
Based on . . .

Include thinking processes:

*What are some **comparisons** between . . .*
*In what ways might you **apply** this . . .*
*How might you **compare/contrast** . . .*
*Based on this lesson, what are some **generalizations** . . .*
*Given your experience, what might be **causing** this . . .*

MiraVia The Road To Learning

CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

TIER II Teacher Intervention

PLAN OF SUPPORT

Grades and Subjects: Click here to enter text.

School Year: Choose an item.

School: Choose an item.

Teacher: Click here to enter text.

Start Date: Click here to enter a date.

Administrator: Click here to enter text.

Deficiency (ies) in Professional Performance Standard(s)

The Supervisor identifies any deficiency (ies) in teacher performance standards and indicates reasons for Tier II Plan of Support.

Deficiency (ies)

PROFESSIONAL RESPONSIBILITIES AND TEACHER LEADERSHIP		DATE	PLANNING FOR ACTIVE LEARNING		DATE	THE CLASSROOM ENVIRONMENT		DATE	INSTRUCTION		DATE
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
4a Engaging in Continuous Professional Growth			**1a** Ensuring that content /curriculum is at an Appropriate Level of Challenge			**2a** Creating an Environment of Respect and Rapport			**3a** Communicating With Students		
RATING		P	RATING		P	RATING		P	RATING		P
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.						Choose an item.		
			Choose an item.						Choose an item.		
4b Collaborating With Colleagues			**1b** Developing Coherent and Relevant Instruction			**2b** Establishing a Culture for Learning			**3b** Using Questioning and Discussion Techniques		
RATING		P	RATING		P	RATING		P	RATING		P
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
			Choose an item.			Choose an item.			Choose an item.		
4c Engaging With Families			**1c** Supporting Content Literacy and Numeracy Skills			**2c** Managing Classroom Procedures			**3c** Engaging Students in Learning		
RATING		P	RATING		P	RATING		P	RATING		P
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
						Choose an item.			Choose an item.		
						Choose an item.					

4d Demonstrating Professionalism		1d Selecting Assessment Strategies		2d Managing Student Behavior		3d Using Assessment in Instruction	
RATING	P	RATING	P	RATING	P	RATING	P
Choose an item.		Choose an item.		Choose an item.		Choose an item.	
Choose an item.		Choose an item.		Choose an item.		Choose an item.	
		Choose an item.		Choose an item.		Choose an item.	
						Choose an item.	

2e Organizing Physical Space		3e Demonstrating Flexibility and Responsiveness	
RATING	P	RATING	P
Choose an item.		Choose an item.	
Choose an item.		Choose an item.	
		Choose an item.	

Support Options

Teacher chooses from supports listed below to address deficiencies and arranges to set up support.

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.

Other strategies and resources listed below: *(eg PD Chair)*

Click here to enter text.

Evidence of improvement:

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.

Next Meeting Date (45 days from initial meeting): Click here to enter a date.

Other evidence of improvement: Click here to enter text.

Supervisor's Signature _____   Teacher's Signature _____

Date: Click here to enter a date.   **Date:** Click here to enter a date.

APPENDIX F

CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM
TIER III Supervisory Assistance
PLAN FOR IMPROVEMENT AND REMEDIATION

Grades and Subjects: Click here to enter text.

School Year: Choose an item.

School: Choose an item.

Teacher: Click here to enter text.

Start Date: Click here to enter a date.

Evaluator: Click here to enter text.

Deficiency (ies) in Professional Performance Standard(s)

The Supervisor identifies any deficiency (ies) in teacher performance standards and indicates reasons for Tier III Plan of Support.

Deficiency (ies)

PROFESSIONAL RESPONSIBILITIES AND TEACHER LEADERSHIP		DATE	PLANNING FOR ACTIVE LEARNING		DATE	THE CLASSROOM ENVIRONMENT		DATE	INSTRUCTION		DATE
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/2014	RATING	P	6/26/201
4a Engaging in Continuous Professional Growth			**1a** Ensuring that content /curriculum is at an Appropriate Level of Challenge			**2a** Creating an Environment of Respect and Rapport			**3a** Communicating With Students		
RATING		P	RATING		P	RATING		P	RATING		P
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.						Choose an item.		
			Choose an item.						Choose an item.		
4b Collaborating With Colleagues			**1b** Developing Coherent and Relevant Instruction			**2b** Establishing a Culture for Learning			**3b** Using Questioning and Discussion Techniques		
RATING		P	RATING		P	RATING		P	RATING		P
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
			Choose an item.			Choose an item.			Choose an item.		
4c Engaging With Families			**1c** Supporting Content Literacy and Numeracy Skills			**2c** Managing Classroom Procedures			**3c** Engaging Students in Learning		
RATING		P	RATING		P	RATING		P	RATING		P
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
Choose an item.			Choose an item.			Choose an item.			Choose an item.		
						Choose an item.			Choose an item.		
						Choose an item.					

4d Demonstrating Professionalism		1d Selecting Assessment Strategies		2d Managing Student Behavior		3d Using Assessment in Instruction	
RATING	P	**RATING**	P	**RATING**	P	**RATING**	P
Choose an item.		Choose an item.		Choose an item.		Choose an item.	
Choose an item.		Choose an item.		Choose an item.		Choose an item.	
		Choose an item.		Choose an item.		Choose an item.	
						Choose an item.	

2e Organizing Physical Space		3e Demonstrating Flexibility and Responsiveness	
RATING	P	**RATING**	P
Choose an item.		Choose an item.	
Choose an item.		Choose an item.	
		Choose an item.	

Team Members

Administrator: Click here to enter text.   Union Representative: Click here to enter text.

Program Consultant: Click here to enter text.   Mentor: Click here to enter text.

Department Head (Optional) Click here to enter text.

Action Steps Needed to Improve Performance and Final Rating

Click here to enter text.
Click here to enter text.
Click here to enter text.
Click here to enter text.
Click here to enter text.
Click here to enter text.

Support Options

Teacher chooses from supports listed below to address deficiencies and arranges to set up support.

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.

Other strategies and resources listed below:

Click here to enter text.

Evidence of Improvement:

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.   Choose an item.

Choose an item.   Choose an item.

Next Meeting Date (4 weeks from initial meeting): Click here to enter a date.

Supervisory Assistance Completion Date (45 days from initial meeting): Click here to enter a date.

Disposition: Choose an item.

**The minimum expectation for progress and improvement is that half or more of the components of the framework that had an interim rating Below Standard would be moved to the Developing level or the Developing level would move to the Proficient level.

Supervisor's Signature _____   Teacher's Signature _____

Date: Click here to enter a date.   **Date:** Click here to enter a date.

APPENDIX G

2014-2015 CTHSS Parent Connectedness Survey

*1. Select the school your child attends:

◯ Abbott Tech	◯ Grasso Tech	◯ Vinal Tech
◯ Bristol TEC	◯ Kaynor Tech	◯ Whitney Tech
◯ Bullard-Havens Tech	◯ Norwich Tech	◯ Wilcox Tech
◯ Cheney Tech	◯ O'Brien Tech	◯ Windham Tech
◯ Ellis Tech	◯ Platt Tech	◯ Wolcott Tech
◯ Goodwin Tech	◯ Prince Tech	◯ Wright Tech

*2. I communicate with my child's (Choose all that apply...) about my child's schoolwork, challenges, and academic progress.

☐ academic teacher

☐ trade instructor

☐ coach

☐ guidance office

☐ administrator

☐ case manager

☐ other

☐ none of the above

*3. I feel welcome at this school.

◯ Strongly Agree ◯ Agree ◯ Disagree ◯ Strongly Disagree

*4. This school offers me many ways to be involved in my child's education.

◯ Strongly Agree ◯ Agree ◯ Disagree ◯ Strongly Disagree

*5. My child is challenged to meet high expectations at this school.

◯ Strongly Agree ◯ Agree ◯ Disagree ◯ Strongly Disagree

*6. I often communicate with my child's teacher, whether in person, by phone, by email, or in some other way.

◯ Strongly Agree ◯ Agree ◯ Disagree ◯ Strongly Disagree

＊7. My preferred method of communication is...

( ) Phone Call   ( ) Web-Based Newsletter   ( ) E-mail   ( ) Letter

＊8. I know how my child is doing in school before I get my child's report card.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊9. I am satisfied with the response I get when I contact my child's school with questions or concerns.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree   ( ) N/A

＊10. I have knowledge of bullying at my child's school.

( ) Yes   ( ) No

＊11. I feel comfortable talking to teachers at this school.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊12. The school environment supports learning.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊13. My child speaks positively about peers and their interactions.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊14. If my child has a problem, there is someone at school who can help.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊15. My child feels safe at this school.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊16. I talk with my child's teacher(s) about what I can do to help my child learn.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊17. My child's school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

＊18. The school provides students with helpful information about preparation for college or other career choices.

( ) Strongly Agree   ( ) Agree   ( ) Disagree   ( ) Strongly Disagree

*19. My child's teacher(s) treat me with respect.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*20. My child is learning a lot in school this year.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*21. The school facilities are clean and well-maintained.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ Don't Know

*22. My child's school communicates well with me.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*23. If I have questions or concerns about emotional, physical or educational concerns I know whom to contact at this school.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*24. My child has access to extra academic help outside the classroom.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I don't know

*25. I have the opportunity to assume leadership roles in my student's school through committee work.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*26. In the school there were clear directions for where to find specific offices and classrooms.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*27. I know where to find information about school and classroom policies, school rules, parent teacher conferences.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*28. My child's school notifies me of upcoming parent information sessions.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

*29. I have been given information about the school's Family Engagement programming.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

2014-2015 CTHSS Parent Connectedness Survey

＊30. I attended (choose all that apply):

☐ Trade Selection Night

☐ Parent/Teacher Night

☐ PFO

☐ Family Engagement Activities

31. I have access to Powerschool Parent/Student Portal to review grades, attendance, assignments, and teacher comments.

○ Yes

○ No

32. How often do you access Powerschool Parent/Student Portal to review grades, attendance, assignments, and teacher comments?

○ at least once per day

○ 2-5 times per week

○ once per cycle

○ once per marking period

○ never

＊33. What is your child's gender?

○ Male   ○ Female   ○ Choose not to answer

＊34. What is your child's race or ethnicity? (Pick only one answer, please.)

○ White   ○ Black or African American   ○ Asian   ○ Hispanic or Latino   ○ American Indian or Alaska Native   ○ Native Hawaiian or Other Pacific Islander   ○ Two or More Races/ Ethnicities

＊35. What grade is your child in?

○ 9th   ○ 10th   ○ 11th   ○ 12th

CTHSS 2015 Parent Survey 2

Dear Parent/Guardian,

The Connecticut Department of Education has asked that we collect data on the following questions. We are requesting that you complete this brief survey to assist us in our data collection.

We thank you for your assistance.

Sincerely,

*1. Select the school your child attends:

- ( ) Abbott Tech
- ( ) Bristol TEC
- ( ) Bullard-Havens Tech
- ( ) Cheney Tech
- ( ) Ellis Tech
- ( ) Goodwin Tech
- ( ) Grasso Tech
- ( ) Kaynor Tech
- ( ) Norwich Tech
- ( ) O'Brien Tech
- ( ) Platt Tech
- ( ) Prince Tech
- ( ) Vinal Tech
- ( ) Whitney Tech
- ( ) Wilcox Tech
- ( ) Windham Tech
- ( ) Wolcott Tech
- ( ) Wright Tech

*2. In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).

( ) Yes   ( ) No

*3. I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up).

( ) Yes   ( ) No

*4. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.

( ) Yes   ( ) No

*5. Students at my child's school will try to stop students from insulting or making fun of other students.

( ) Yes   ( ) No

*6. Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).

( ) Yes   ( ) No

CTHSS 2015 Parent Survey 2

✱ 7. Parents/guardians feel welcome at my child's school.

◯ Yes   ◯ No

CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM
PLAN FOR ADMINISTRATOR IMPROVEMENT AND REMEDIATION

School Year: *Choose an Item*   **Assignment:** *Click to enter text*
Administrator: *Click to enter text*   **School:** *Choose an item*
Evaluator: *Click to enter text*   **Start Date:** *Click to enter date*
Intervention Team Members: *Click to enter text in each category*
      Administrator:
      Supervisor:
      Central Office Member (Optional):
      AFSA Member:

Deficiency (ies) has/ve been identified in one or more of the following CCL Leadership Standards Rubric Indicators.
Expectation 1: Vision, Mission and Goals
      (Click to enter text comments)
Expectation 2: Teaching and Learning
      (Click to enter text comments)
Expectation 3: Organizational Systems and Safety
      (Click to enter text comments)
Expectation 4: Families and Stakeholders
      (Click to enter text comments)
Expectation 5: Ethics and Integrity
      (Click to enter text comments)

Expectation 6: The Education System
      (Click to enter text comments)

Intervention Plan Details

Remedial Action/Support Options	Responsible Party	Completion Date

Evidence of Improvement: ** *Click to add text*
Next Meeting Date for Intervention Team: *Click to enter a date*
Supervisory Assistance (Intervention) Completion Date: *Click to enter a date*
Disposition: *Choose an Item*
** The minimum expectation for progress and improvement is that half or more of the Performance Expectations cited as below the rating level of *Proficient* would be moved to the *Proficient* level and Performance Expectation 2: Teaching and Learning must be rated at a minimum level of *Proficient*.

Supervisor: _____   **Administrator:** _____
Date: *Click to enter date*   **Date:** *Click to enter date*