Newtown Public Schools Evaluation and Support Plan 2015-2016

Teacher

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**Newtown Board of Education
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INTRODUCTION

Growth and learning for all is of paramount importance to The Newtown Public Schools. This plan represents the balance of high expectations and high level of support to reach those expectations.

Through a long-term, collaborative effort that included all stakeholders, an instrument was created that reflected our commitment to clearly defined expectations; an emphasis on reflection, feedback, and discussion; input in the evaluation process from students, parents, and peers; and a focus on improving student learning.

PROFESSIONAL GROWTH PLAN BELIEFS

Student Learning

We believe that all students will excel in a rigorous environment with targeted outcomes that reflect the unique needs of every learner.

We believe that education is a shared responsibility that requires persistence and effort of students, teachers, parents, and community.

Teaching

We believe that teachers have a responsibility to challenge students to take appropriate learning risks, to inspire students to take ownership of their learning, and to provide a variety of opportunities to support student learning both within and beyond the classroom.

We believe that continuous improvement requires critical reflection, peer collaboration, investment in student growth, and the courage to change.

Professional Growth Plan

We believe that the Professional Growth Plan should meet the needs of all teachers and supervisors through clear indicators of effective professional practice, multiple measures of teaching and learning, shared accountability for student performance, and meaningful discourse among practitioners.

We believe that the systemic implementation of the Professional Growth Plan inspires and supports continuous improvement, provides opportunities for professional growth and leadership, and promotes excellence in teaching and learning.

OVERVIEW

All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Learning.

1. **Teacher Practice**: 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 Connecticut Framework for Teacher Evaluation and Support which articulates four domains and eighteen components of teacher practice.
   (b) Completion of teacher action steps toward achievement of parent feedback school-wide goal (10%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.

2. **Student Learning**: An evaluation of teacher contributions to student academic progress, at the classroom and school level. This focus area is comprised of two categories:
   (a) Student growth and development (45%) as determined by the outcome of a teacher's student learning objectives (SLOs), measured by Indicators of Academic Growth and Development (IAGDs).
   (b) Completion of teacher action steps toward achievement of student feedback school-wide goal (5%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.

	Components	Composition of Goal	Outcome Determined By
Teacher Practice Indicators (50%)	**Performance and Practice (40%)**	Teacher chooses an area within his/her teaching on which to focus and reflect upon practice. Previous input from evaluator can help determine that focus.	Evaluator's observations and ratings based on the Newtown Public Schools Domains of Good Teaching
	Parent Feedback (10%)	School-wide parent goal set by administrator based on outcomes of previous year's spring *Comprehensive School Climate Inventory* © (or comparable survey)	Evidence of completed teacher action steps
Student Learning Indicators (50%)	**Student Learning Objective(s) (45%)**	1-4 mutually agreed upon Student Learning Objectives (SLOs)	If 1 SLO, at least 2 (IAGDs) are required. If more than one SLO, at least 1 IAGD is required per SLO.
	Student Feedback (5%)	School-wide student goal set by administrator based on outcomes of previous year's spring *Comprehensive School Climate Inventory* © (or comparable survey)	Evidence of completed teacher action steps

Components That Determine Annual Teacher Summative Rating

Annual summative ratings are aligned to one of four performance designations: 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

"Performance" is determined by progress towards mutually agreed upon indicators and demonstrated through presentation of evidence.

DEFINITION OF COMPONENTS

Teacher Practice Indicators

The Teacher Practice Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

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

Component #1: Performance and Practice (40%)

The Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development need and to tailor support to meet those needs.

Evaluators will use the *Newtown Domains of Good Teaching Rubric* for teachers and the *Student and Educator Support Specialist (SESS) Practice Framework - CCT Rubric for Effective Service Delivery 2015.*

Observation Process

Over the course of a school year, each teacher should be observed through both formal and informal observations as defined below.

- **Formal:** Scheduled in-class observations that are at least 30 minutes in duration and are followed by a post-observation conference, and include written and verbal evaluator feedback
- **Check-ins:** Informal observations, typically unannounced, that are at least ten minutes in duration and are followed by written evaluator feedback. Post-conference for a Check-In may be held at the request of the teacher or evaluator.
- **Reviews of practice:** Non-classroom observations that include but are not limited to: observations of Professional Learning Community (PLC) meetings, observations of coaching/mentoring other teachers, reviews of student work or other teaching artifacts.

PLEASE NOTE: Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.

All observations must be followed by feedback within a timely manner. In general, it is expected that feedback occur within 5 business days.

Pre- and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional in certain phases of the plan.

Post-conferences provide a forum for reflecting on the observation against the *Newtown Domains of Good Teaching Rubric or SESS Rubric* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- 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 a timely manner, typically within five business days.

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. However, certain aspects of the observation process lend themselves to specific domains. Classroom observations generally provide the most evidence for Domains 2 and 3, Pre- and Post-Conferences for Domains 1 and 4 and Reviews of Practice for Domain 5.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all 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 formative ratings on observed indicators of the appropriate rubric;
- Commendations and recommendations on observed practice as related to the rubric;
- Next steps and supports to improve teacher practice;
- Follow-up, if necessary.

Performance and Practice Focus Area

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and will guide observation and feedback conversations throughout the year. Focus areas may be school-wide or grade-specific focus areas aligned to a particular indicator (i.e. Indicator 3b. *Discussion and Questioning Techniques*).

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are *not* explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Performance and Practice component.

Component #2: Parent Feedback (10%)

Feedback from parents will be obtained annually and be used to help determine the remaining 10% of the Teacher Practice Indicators.

The process for determining the parent feedback rating includes the following steps:
1. Each school will administer the *Comprehensive School Climate Inventory © (developed by the National School Climate Center)* each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level parent goals based on the survey feedback, and other related data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher's summative rating, based on four performance levels.

Performance Levels:

The Parent Feedback Rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4) – All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.
Met (3) – All of the action steps identified in the goal-setting process have been fully implemented.
Partially Met (2) – All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.
Did Not Meet (1) – Few or none of the action steps identified in the goal-setting process have been implemented.

Student Learning Indicators

- Student Learning Objective(s), which counts for 45%
- Student Feedback, which counts for 5%

Component #3: Student Learning Objective(s) (SLOs)

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student progress or mastery.

SLOs will serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. SLOs may be developed in consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The steps of the SLO development process are described in detail below.

Step 1: Review the Data
This first step in this process begins with reviewing school/district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of data to review:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Previous grades in same/similar content area
- Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and/or 504 plans for students with identified disabilities

It is important that the teacher understands both individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

Step 2: Set the SLO
SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. An SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement 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., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Examples of SLOs:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
8th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 3: Select Indicators of Academic Growth and Development (IAGDs)
An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. If a teacher chooses to create one SLO, he/she must include at least two IAGDs. If more than one SLO is created, then each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and an additional IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. If a standardized assessment is not available in a specific content area, the teacher will measure the SLO using non-standardized assessments for their IAGDs.

The process for assessing student growth using multiple indicators of academic growth and development must be developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester courses).

First half (22.5%) of the IAGD:
One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. For the other half (22.5%) of the indicators of academic growth and development, a minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.) and a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute-resolution procedure. NOTE: For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval.

For the other half (22.5%) of the IAGDs:
▪ a maximum of one additional standardized indicator, if there is mutual agreement;
▪ a minimum of one non-standardized indicator

Standardized assessment is characterized by the following attributes:
- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the initial examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	**By May 15:** ▪Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. ▪ Students who scored a 2-4 will score 8 or better. ▪Students who scored 5-6 will score 9 or better. ▪Students who scored 7 will score 10 or better. *This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.*
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	**By May 30:** ▪90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	**By May 15:** ▪80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	**By June 1:** ▪27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪40 students who score 30-49 will increase by 15 points. ▪10 students who scored 0-29 will increase by 10 points. *This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.*
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	**By June:** **IAGD #1:** Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. **IAGD #2:** Students will read instructional level text with 95% or better accuracy on the DRA. ▪ Grade 1- Expected outcome- Level 14-16. ▪ Grade 2- Expected outcome- Level 22-24. *These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.*

Step 4: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:
- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 5: Submit SLOs to Evaluator for Review
SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:
- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

Step 6: Monitor Students Progress
Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year, and particularly during the Mid-Year Conference with Evaluator. SLOs can be adjusted during the Mid-Year Conference if there is a substantial change from when the SLOs were set, such as a change in teaching assignment or a significant shift in the student population. Any changes to the SLOs must be mutually agreed upon by the evaluator and the teacher.

Step 7: Assess Student Outcomes Relative to SLOs
At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, 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 IAGD.
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 learning going forward.

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

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.

For SLOs with more than one IAGD, 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.

If there is only one SLO, the final rating is the outcome for that SLO. If more than one SLO was created, the final rating is an average of their two (or more) SLO scores. For example, if one SLO was "Partially Met" for a rating of 2, and the other SLO was "Met" for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the Student Growth and Development rating will be shared in advance of and discussed with teachers during the End-of-Year Conference.

Averaged Domain-Level Score
SLO 1   2
SLO 2   3
Student Growth and Development Rating   2.5

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

<mark>Component #4: Student Feedback (5%)</mark>
Feedback from students will be obtained annually and be used to help determine the remaining 5% of the Student Learning Indicators.

The process for determining the student feedback rating includes the following steps:
1. Each school will administer the *Comprehensive School Climate Inventory © (developed by the National School Climate Center)* each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level student goals based on the survey feedback and other relevant data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher's summative rating, based on four performance levels.

<mark>The Student Feedback Rating reflects the degree to which a teacher successfully reaches his/her student goal. This is determined through a review of evidence provided by the teacher and application of the following scale:</mark>

<mark>Exceeded (4) – All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.</mark>
<mark>Met (3) – All of the action steps identified in the goal-setting process have been fully implemented.</mark>
<mark>Partially Met (2) – All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.</mark>
<mark>Did not Meet (1) – Few or none of the action steps identified in the goal-setting process have been implemented.</mark>

SUPPORT AND DEVELOPMENT

When paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to, and support, exemplary practice.

Process
Evaluators and learners will participate in three conferences during the school-year. The purposes of the conferences are to assist the learner in setting rigorous but attainable goals, provide appropriate feedback and support (including additional learning opportunities), and reflect on how learning was impacted by the teacher's actions.

1. Goal-setting Conference (by October 31): Review of goals and action plans, recommendations and

mutually agreed upon adjustments to goals and action plans if warranted.

2. Mid-Year Conference (by February 15): Reflection, review of progress on goals and action plans, opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments to goals and action plans if warranted.

3. End-of-Year Conference (within 15 days of the last day of school): Teacher Self-Assessment and Reflection; Recommendations and Commendations and Final Summative Rating provided by evaluator determined by June 30th which can be adjusted by September 15th if needed.

Evaluation-Based Professional Learning

Newtown teachers will identify their professional learning needs in mutual agreement with his/her evaluator based on conversations throughout 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.

Recommendations or requests for professional development will be accommodated through the use of several district resources. Newtown educators will have access to at least one online vendor (e.g. BloomBoard) to offer online professional learning. In-house professional development will be offered for new district initiatives. The district will support attendance at professional organization workshops and regional conferences. The district Professional Learning Committee will develop and administer surveys to determine professional development needs across the district and organize in-district presentations (including technology integration, etc.)

Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for the administrator (or evaluator) to create an individual teacher improvement and remediation plan. The plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

The Newtown Teacher Growth Plan further delineates the steps of this process in the Intensive Supervision Phase, developed according to district philosophy and legislative requirements.

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 building confidence in the Teacher Growth Plan and in building the capacity of all teachers. Examples of such opportunities are: observation of peers; mentoring early-career teachers; leading Professional Learning Communities; and focused professional development based on goals for continuous growth and development.

ANNUAL ORIENTATION PLAN

High-quality teaching is imperative for student success. Newtown Public Schools are committed to supporting the professional growth of its educators in order to promote excellence in teacher practice as measured by research-based indicators identified with student success.   As a learning community focused on continuous improvement for all, the district recognizes the importance of on-going review of classroom practice. District-wide conversations about teaching and learning must include a common understanding of best practice.

The Newtown Teacher Growth Plan identifies levels of teaching performance and supports educators in attaining higher levels of practice. In order to achieve a culture of continuous improvement and the attainment of district goals, each educator must understand and adhere to the beliefs and process of the professional growth plan.

Current Staff
An overview of the Newtown Teacher Growth Plan will be presented to all teachers by principals at the first or second faculty meeting of the school year. Highlighted components of the educator professional growth plan will include plan beliefs, terminology, phases, and levels of performance.

New Staff
All new staff will attend a one-week induction experience during the month of August. In addition to various topics relevant to district orientation, the NPS Teacher Growth Plan and educator responsibilities are an important part of the agenda. Each staff member will be trained in and familiarized with the NPS Teacher Growth Plan.

Annual Induction
At the onset of each school year, each certified staff member, with his/her evaluator, will review the appropriate phase that will direct his/her professional experience for the school year.

EVALUATOR PROFICIENCY

All evaluators of Newtown certified staff must be trained in the Newtown Teacher Growth Plan.
There will be an annual training session(s) held each summer. During the school year, evaluators will regularly engage in calibration exercises. There will be an annual calibration performance activity. There will be an understanding of how rubrics are being used during observations so evaluations look the same and certified staff receives similar feedback.

If an evaluator does not demonstrate competency, the superintendent will develop a plan for the evaluator to achieve competency. Newtown evaluators will employ professional development opportunities, possibly including CT State Department of Education training, in addition to instructional rounds, and professionally-produced videos of classroom lessons to continually develop and improve evaluator feedback to teachers.

PHASES OF TEACHER GROWTH PLAN

Introduction

The Newtown Public Schools Teacher Growth Plan recognizes that there are stages of development in the career of an educator. At different levels, different types and amount of support are needed, and some performance expectations (e.g. team participation) vary. Each level – Induction Phase, Professional Growth Phase, Developing Growth Phase and Intensive Supervision Phase – includes a clear description of performance expectations, a timeline for events, and a list for teachers and evaluators to easily keep track of required elements.

Implementation

All teachers will be observed a minimum of 3 (two) times, depending on their associated phase, and will include a combination of formal, informal, announced and unannounced observations, as indicated in the table below.

Phase	Definition of Phase	Formal In-Class Observations	Check-ins (Informal, In-class Observations)	Review of Practice* (Non-Classroom Observations)
Induction Phase	All first and second year teachers in NPS	A minimum of 3; two of 3 include a preconference and all include a post conference	A minimum of 1	None required
Professional Growth Phase	Teachers in Year 3 or beyond with a Proficient or Exemplary rating in the previous year	A minimum of 1 formal in-class observation no less frequent than every 3 years	A minimum of 1 in the year of a formal observation; a minimum of 3 if in all other years	One per year
Intensive Supervision Phase	Teachers in Year 3 or beyond with Developing or Below Standard rating in the previous year.	A minimum of 3; two of 3 to include a preconference and all to include a post-conference	A minimum of 1 to include post-observation conference	One per year

Induction Phase

Who: All teachers who are new to the Newtown Public Schools will enter the Induction Phase and remain in this phase for two years.

Support: All new teachers will be assigned a primary evaluator and a district mentor (who will also serve as the TEAM mentor for those in TEAM) who will help clarify and model behavior that is consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. All teachers will participate in the Newtown Public Schools new teacher induction program within one year of hire.

Focus: Collaboration with formal and informal mentors, evaluator(s), and team(s) to develop their skills as a Newtown Public Schools' teacher.

Process: Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Induction Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals: a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. It is strongly recommended that teachers in Induction Phase opt to develop one (1) SLO with two (2) IAGDs in addition to the parent and student feedback goals. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

Observations: Induction Phase teachers will be evaluated with a minimum of three Formal Observations and at least one Check-In (informal in-class observations) during each year of this phase. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

> *Formal Observations*: Induction Phase teachers will have three Formal Observations. A Formal Observation is a scheduled in-class observation lasting at least 30 minutes. Two of these observations will be completed before February 1. A third observation will occur by March 15.
>
> Prior to *two* Formal Observations, the teacher will complete the Pre-Observation Form and share it with his/her evaluator prior to the Pre-Observation Conference. The Pre-Observation Conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for a Pre-Observation Conference for all subsequent observations will be determined by the evaluator.
>
> Post-Observation Conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Induction Phase teachers will complete and share the Post-Observation Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. If needed, additional formal and informal observations may be scheduled by the evaluator.
>
> *Check-ins:* Induction Phase teachers will have at least one Check-In. A Check-In is an unannounced in-class observations lasting at least ten minutes. At least one Check-In must be completed by April 1. The evaluator will provide timely feedback to the learner for Check-Ins. A post-conference may be requested by either the evaluator or teacher following a check-in. **NOTE:** Check-Ins may take place prior to the Goal-Setting Conference.

Peer Observations: The Induction Phase teacher will conduct at least two (2) visits to classrooms of teachers in his/her team, grade level, or subject area (not including visits to mentor's classroom), complete a reflection of the observed lesson (Peer Observation Teacher Reflection), and discuss it with his/her mentor.

Mid-year Conference: Induction Phase teachers will have a Mid-Year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plans, areas of strength, areas of potential growth and means of additional support, if needed. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of student learning goals, if warranted.

Professional Expectations: All Induction Phase teachers are expected to participate in Professional Learning Communities (PLCs) with his/her team as associate members. Attendance and participation at all meetings is expected, but the Induction Phase teachers will have responsibility for only the needs of his/her classroom.

End-of-Year Conference: Induction Phase teachers will complete the End-of Year Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the End-of-Year Teacher Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the End-of-Year Conference so that they may review it ahead of time. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the End-of-Year Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section. The evaluator must include agreed upon Next Steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement.

Induction Phase Chart

By October 10*	Goal-Setting Form shared with evaluator
By October 31	Goal-Setting Conference with evaluator
Before January 1	Peer Observation #1 (includes discussion with mentor)
Before February 1	Formal Observations #1 and #2 Before the Lesson: • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator After the Lesson: • Complete and share the Post-Observation Lesson Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator • Evaluator Feedback shared with teacher
Before February 15	Mid-Year Conference • Share Supporting Documents (data and evidence related to goals) with evaluator prior to conference • Be prepared to discuss suggested questions for Conference
Before March 15	Formal Observation #3 Before the Lesson: • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator After the Lesson: • Complete and share the Post-Observation Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator • Evaluator Feedback shared with teacher
Before April 1	At least one Check-In by evaluator • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or
Prior to End-of-Year Conference	Share Supporting Documents (data and evidence related to goals) with evaluator Complete and share End-of-Year Teacher Self-Assessment and Reflection Review Final Summative Worksheet shared by evaluator
Before April 1	End-of-Year Conference (may be satisfied by mid-year conference by consent of teacher and evaluator)
Before April 15	Receive and review End-of-Year Evaluator Feedback Share Teacher Comments (optional)
Before June 1	Peer Observation #2 (includes discussion with mentor)
Before June 1	Share Additional Supporting Documents (end-of-year data and additional evidence related to goals) completed

*Check-ins may take place prior to October 10th

Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

Professional Growth Phase

Who: Teachers who are in their third year or beyond with a Proficient or Exemplary rating in the previous year.

Support: All teachers will be assigned a primary evaluator who will help monitor and support professional practices that are consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. Teachers will continue to collaborate with Professional Learning Communities at the school and/or district level.

Focus: To promote ongoing professional growth that will build Newtown Public Schools' capacity to improve student achievement.

Process: Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Professional Growth Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals: a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

Observations: Professional Growth Phase teachers will be evaluated with a minimum of one Formal Observation no less frequently than once every three years and a minimum of one Check-In and one Review of Practice every year. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

> *Formal Observations:* Professional Growth Phase teachers will have a minimum of one Formal Observation no less frequently than once every three years. A Formal Observations is a scheduled in-class observation lasting at least 30 minutes. Formal Observations will be scheduled to take place prior to April 1.
>
> Prior to a Formal Observation, the teacher will complete and share the Pre-Observation Form. Pre-Observation Conferences will be held at the request of either the teacher or the evaluator, but are not mandatory.
>
> Post-Observation Conferences will be held to reflect on and discuss the observation. Prior to this conference, Professional Growth Phase teachers will complete and share the Post-Observation Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. Additional Formal Observations may be scheduled at the request of the evaluator.
>
> *Check-ins:* Professional Growth Phase teachers will have at least one Check-In in years in which a Formal Observation is conducted; there will be at least three Check-Ins in all other years. Check-Ins are typically unannounced in-class observations lasting at least ten minutes. At least one Check-In will occur prior to December 1st, if no Formal Observation is scheduled to take place. Otherwise, all Check-Ins must occur by May 15th. The evaluator will provide timely feedback to the learner for check-ins. A post-conference may be requested by either the evaluator or teacher following a check-in. **NOTE:** Check-Ins may take place prior to the teachers submitting goals.

Reviews of Practice:
A Review of Practice is a non-classroom observation that may be made while a teacher is participating in duties other than teaching. Examples include, but are not limited to, participation in a team meeting or PLC, parent meeting, parent-teacher conferences, PPTs, review of student work or other teaching artifacts.

Mid-Year Conference:
Professional Growth Phase teachers will have a Mid-Year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plans, teacher's role as a member of a PLC, teacher's professional contributions to the school and/or district, areas of strength and areas of potential growth. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of student learning goals, if warranted.

Professional Expectations:

It is expected that Professional Growth Phase teachers will participate in regular, scheduled conversations about student achievement with PLCs, evaluators, or teacher leaders.

Teacher contributions will be demonstrated by participation in the following: TEAM Mentor, informal mentor, reflection paper reviewer, peer coach, classroom visits, peer observations, lesson study, national board certification, school or district committees, cooperating teacher, professional development presenter, curriculum writing, or other activities that contribute professional development of the organization.

Teachers will meet the supervision requirements of their appropriate professional organization.

End-of-Year Conference

Professional Growth Phase teachers will complete the Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the Teacher Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the year end conference so that they may review it prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section. The evaluator must include agreed upon Next Steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement.

Professional Growth Phase Chart

By October 10*	Goal-Setting Form shared with evaluator
By October 31	Goal-Setting Conference with evaluator Goals reviewed and approved by evaluator Goals signed-off on by teachers following Conference
By December 15	One Check-In by evaluator (in Year with no Formal Observation) • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or evaluator
Before February 15	Mid-Year Conference • Share Supporting Documents(data and evidence related to goals with evaluator prior to conference • Be prepared to discuss suggested questions for Conference
Before March 1	Review of Practice • Observation • Feedback shared by evaluator within 5 days
Before April 1	Formal Observation (if scheduled) Before the Lesson: • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator, if requested After the Lesson: • Complete and share the Post-Observation Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator
Before May 15	All Remaining Check-Ins (total # dependent upon whether a Formal takes place) • Feedback shared by evaluator within 5 days
Before June 10	End-of-Year Conference Before the Conference: • Complete and share the Teacher Self-Assessment & Reflection Form • Evaluator completes and shares the Final Summative Worksheet During the Conference: • Final Rating Summative Worksheet is reviewed; mutually agreed upon adjustments may be made
Before the Last day of School	• Evaluator completes and shares Evaluator End-of-Year Feedback • Teacher signs-off on Conference

*Check-Ins may take place prior to October 10th
 Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

Intensive Supervision Phase

Who: The district must provide a plan of individual educator improvement and remediation for educators whose performance is developing or below standard OR for any educator experiencing performance problems, designed in consultation with such educator and his/her exclusive bargaining representative.

Support: Primary evaluator, other district professionals or members of the school-based or district team

Focus: The purpose of the Intensive Supervision Phase is to provide support and assistance to help teachers meet the district's teaching standards. Teachers will be assigned to this level by their primary evaluator to correct identified performance problems. The Intensive Supervision Phase requires an Intensive Supervision Action Plan that addresses the specific performance problems of an individual teacher, clarifies performance expectations, and provides support in order to help the teacher address a pattern of performance problems. The Intensive Supervision Phase offers structure, clarity of purpose, and the needed support in order to help the teacher meet the mission, beliefs and goals of Newtown along with the Connecticut Common Core of Learning, Common Core of Teaching, and the K-12 Curriculum Goals and Standards. The Intensive Supervision Phase will be implemented for a period of 45 school days and may be extended for an additional 45 school days. The extension of the Intensive Supervision Phase, upon evaluator determination, will be based upon progress toward performance expectations. The plan should match the needs of the individual teacher, the school, and the district.

Prior to the initiation of the Intensive Supervision Phase, the primary evaluator will provide written notification to the teacher of specific areas of concern, resources available to the teacher to address these concerns, and a clearly defined timetable. Failure to correct the performance deficit(s) will result in placement on the Intensive Supervision Phase.

Process:

Component I: Definition of the Problem

The primary evaluator identifies the standard or standards the teacher is not meeting and for each standard describes the specific problem. Performance problems may include, but are not limited to: deficient knowledge of students, content, or pedagogy; poor lesson development, instruction, or assessment techniques; ongoing classroom management difficulties; ineffective or insufficient participation in PLCs; inability to exhibit adequate professional practice; poor attendance; survey results; or deficiencies in other aspects of the Connecticut Common Core of Teaching/job description.

For each problem, the evaluator will describe in writing the data that was used to verify the problem. Sources may include, but are not limited to: teacher observation, parent or student reports, student learning data, examination of teaching materials, poor attendance, repeated tardiness, continued lack of attention to deadlines, or being non-responsive to requests for information. The teacher may review this written summary and submit a written response to be included in his or her personnel file.

Component II: Intensive Supervision Action Plan

The teacher designs an Intensive Supervision Action Plan in collaboration with the evaluator. The plan will clearly outline the desired outcome(s) or behavior(s) and the intervention strategies designed to address the problem. The Intensive Supervision Action Plan will be in place for 45 school days.

The Intensive Supervision Action Plan will include:
- Clear statement of deficit(s)

- Record of assistance provided to date
- Statement that the teacher has the right to submit a written response for inclusion in personnel file
- Timeline
- Objectives
- Source(s) of evidence of improvement
- Resources and support

The Intensive Supervision Action Plan objectives will be clear, specific, and in response to a pattern of behavior outlined by the evaluator in the written summary. An objective will be written for each identified problem or the Connecticut Common Core of Teaching Standard(s) that is (are) identified as deficient. The evaluator, with input from the teacher, will determine the number of objectives to be addressed simultaneously. If the defined period of the Intensive Supervision Action Plan includes the end of the school year, the plan will include a teacher reflection, an end-of-year conference, and a written summative evaluation.

For each standard in need of improvement, the teacher and evaluator will outline the data or evidence of improvement that needs to be collected. Multiple data sources will need to be collected in order to demonstrate evidence of improvement. Other professionals, such as central office staff, content specialists, department heads, and other teachers may be called upon at the request of the teacher or evaluator to provide assistance.

For each standard in need of improvement, the teacher and evaluator will identify appropriate resources and support. These supports might include, but are not limited to: peer support, professional development, professional reading, peer observations, reflective journal, videotaping of lessons, etc.

The final written Intensive Supervision Action Plan will be provided to the teacher. Copies will be provided to the Superintendent for the teacher's personnel file, and to the evaluator.

In the event that the teacher and evaluator cannot agree on the specific steps of the Intensive Supervision Action Plan, each teacher or evaluator will prepare an Intensive Supervision Action Plan and will meet within 3 school days in a final attempt to reach a collaborative agreement. If no agreement is reached, a team consisting of the teacher and a representative of the teacher's choice, the evaluator and a representative of the evaluator's choice, and the Superintendent or Assistant Superintendent will convene within 5 school days to determine the specific steps of the Intensive Supervision Action Plan.

Component III: Evaluation

Upon the end of the established timeline, the evaluator will write an Intensive Supervision Action Plan Evaluation indicating whether the teacher has met the plan's objectives and outlining the next steps in the teacher's evaluation process. There are four possible judgments:

A.   The problem is satisfactorily addressed and the teacher returns to the Professional Growth Phase.

B.   The problem has been partially addressed, but the Intensive Supervision Action Plan needs to be continued with some modifications.

C.   The initial problem is addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Supervision Action Plan.

D.   Little to no improvement has been noted, and the evaluator must decide on the next steps that may include more intensive assistance or termination.

Prior to all formal observations, the teacher will complete the Pre-Observation Form. For formal observations, a pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time the conference will determine the focus of the observation. For both formal and informal observations, a post-observation conference will be held to reflect on and discuss the achievement of goals. Prior to each conference, teachers on the Intensive Supervision Phase will complete the Post-Observation Lesson Reflection form to be shared with their evaluator. Written Post-Observation Reports will be submitted to the teacher on the day of the post-observation conference.

Additional formal and informal observations may be conducted at any time throughout the intensive supervision phase.

Intensive Supervision Phase Chart

Any time during school year	Written notification of potential placement on Intensive Supervision Phase including: • documentation of identified deficits • suggested resources for support
30 days after notification of potential placement on Intensive Supervision	Written notification of change of evaluation phase to Intensive Supervision if needed
Before 5 school days into the Intensive Supervision Phase	Finalize Intensive Supervision Action Plan (done collaboratively by teacher and evaluator)
Within 10 school days into the Intensive Supervision Phase	Formal observation #1 • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 20 school days into the Intensive Supervision Phase	Formal observation #2 • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 30 school days into the Intensive Supervision Phase	Formal observation #3 • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 45 school days into the Intensive Supervision Phase	Decision by evaluator whether or not to extend Intensive Supervision for additional 45 days

EVALUATION COMMITTEE/CONFLICT RESOLUTION

The right of appeal is a necessary component of the evaluation process and is available to every professional educator at any point in the evaluation process. It is expected that most disagreements will be resolved informally between the evaluator and the teacher. The purpose of the appeal process is to secure fair solutions to problems or disagreements, which from time to time may arise. Problems may be related to procedural concerns within the evaluation process., such as where the evaluator and the teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan. An appeal will not be considered if it relates only to the content or substance of the evaluation. An appeal must relate directly to specific areas, sections, and/or procedures of the Professional Growth Phase or Intensive Supervision Phase.

If the need for an appeal occurs, the teacher must submit a written appeal request to the Assistant Superintendent. The Assistant Superintendent will contact the evaluator and teacher within five (5) school days of receiving the appeal to arrange an Appeal Committee review. The Appeal Committee will schedule a joint meeting with both the evaluator and teacher within ten (10) school days of the receipt of the appeal.

When an appeal is submitted to the Assistant Superintendent, the following will occur:

A.   An Appeal Committee (3 members) will be formed by the Assistant Superintendent. The teacher will select one member, the evaluator will select one member and a mutually-agreed upon third member will be selected. If the teacher and evaluator cannot mutually agree on a third member, the third member will be appointed by the superintendent. A Chairperson of the Appeals Committee will be appointed.

B.   The Appeal Committee will meet with the evaluator and teacher. Both parties will have the opportunity to present concerns.

C.   Following the Appeal Committee meeting, the Appeal Committee will reach consensus regarding recommendations. The Chairperson of the Appeal Committee will prepare written recommendation(s) and present the recommendations in writing to both parties within five (5) school days of the decision.

D.   If consensus is not reached by the members of the Appeals Committee, the superintendent of schools will decide the outcome.

FORMS

Goal-Setting Form (1 OF 2 pgs.)

Student Learning Objectives*

Please respond to the following prompts for each SLO:

Student Learning Objective (SLO)
What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

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

Baseline Data
What is the baseline data related to this SLO? How does the data support the SLO?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets (Must have two if only one SLO)
What are the quantitative targets that will demonstrate achievement of the SLO?

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

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

Progress Monitors
How will you measure progress of the SLO?

Instructional Strategies
What methods will you use to meet this SLO? What professional learning or supports will you need to achieve this SLO?

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Goal-Setting Form (2 OF 2 pgs.)

Student Feedback

Student Feedback Goal
What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps
What steps will you take to help achieve this goal for our school?

Evidence
What types of evidence will you collect to substantiate you fulfilled the steps identified?

Parent Feedback

Parent Feedback Goal
What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps
What steps will you take to help achieve this goal for our school?

Evidence
What types of evidence will you collect to substantiate you fulfilled the steps identified?

Performance and Practice Focus Area

Reflecting on your previous experience and evaluations, chose an area within your professional practice that you would like to further develop. Share why you have selected this as a focus area, including how improvement will lead to greater student achievement. Please describe what types of support you will need, including any professional development you would like to pursue.

*The Goal-Setting Conference will be signed off by both the teacher and evaluator.

Pre-Observation Form

The Pre-Observation Form must be completed and shared with the evaluator prior to the Pre-Observation Conference. If there is no Pre-Observation Conference scheduled, it must be shared in advance of the actual observation.

Lesson Objective(s):
List the instructional objective(s) of this lesson.

Content Alignment
Explain how the objective(s) align with the CCSS, CCT and/or district curriculum.

Differentiation
Describe how differentiation of instruction has been incorporated into your lesson plan. (To help, Newtown's Taxonomy is provided in Appendix A)

Assessment
Describe how you will know if your students achieved the stated objective(s) of the lesson.

Instructional Strategies
How will you know if students have achieved the lesson objective(s)?

Focus Area(s) for Observation
List anything that you would like the evaluator to look for during the observation. This may be tied to instructional practice focus areas established in the beginning of the year.

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Post-Observation Reflection Form (Teacher)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

 If you made changes or adjustments during your lesson, what were they and what led you to make them?

To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Upload student work or assessments from the lesson prior to the Post-Conference.)

 In our pre-conference we discussed students requiring differentiated instruction. Briefly describe what you observed about the performance of the students for whom the instruction was differentiated.

What have you learned from this lesson or others that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?

Post-Observation Reflection Form (SESS)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about the observed area of professional practice (Ex: classroom lesson, social skills group, coping skills group), which strategies were most effective in helping students progress? What evidence is there that supports your conclusion?

If you made changes or adjustments during the observed area of professional practice, what were they and what led you to make them?

To what extent were the intended outcomes achieved? What evidence supports your conclusion? (Upload supporting documents if applicable)

{ONLY APPLICABLE IF A LESSON WAS OBSERVED]
Briefly describe what you observed about the performance of students for whom you differentiated instruction.

What have you learned from this observed area of professional practice that will impact your planning/approach for the future - either in terms of your professional skills or in addressing student needs? In reflecting on the observed area of professional practice would you do anything differently and why?

Post-Observation Evaluator Feedback

Evaluator will complete this form following the Post-Observation Conference.

Commendations/Recommendations:

Text box for Response.

Next Steps:

Text box for Response.

Share with Teacher

Mid-Year Conference

In preparation for the Mid-Year Conference, evaluators should review the goals and objectives set at the beginning of the year, evidence from prior observations and/or reviews of practice, as well as any supporting documents shared by the teacher. They will then refer to the following conversation starters (for each component of the evaluation) to decide which questions are most appropriate. These questions will guide the discussion during the Mid-Year Conference; therefore, teachers should come prepared accordingly. Questions can be edited, deleted or added in order to make the Conference more meaningful. A scripting box is available for the evaluator to either type directly into while conducting the Mid-Year Conference or to complete following the Conference. Information from the Conference can be tagged. Evaluators should review any artifacts or self-assessments that the learner has provided ahead of time and decide which questions are most appropriate. *No rating is provided at this time.*

45% Student Learning Objectives
- How are students progressing toward the IAGDs you've set for their learning this year?
- What evidence/data do you have to support your thinking about student progress?
- Are some students demonstrating more progress than others?
- Tell me what we have to celebrate. What might explain the successes you've documented?
- Tell me about your challenges. What might explain slower progress than you expected?
- As you look toward the end of the academic year, are the growth targets that you set at the beginning of the year attainable?
- Based on your current review of student progress, what are your plans for achieving your goals by the end of the year?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

40% Performance and Practice
- Tell me about your learning relative to your performance and practice area of focus.
- Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.).
- What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues?
- Let me share some of my observations with you. Let's talk about how I can assist you in making progress in your focus area.
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

10% Parent Feedback
- As you review your action steps for the parent feedback goal, what strategies/actions have you put into place that you expect to positively influence the school-wide goal?
- What evidence have you gathered to support your progress toward your parent feedback goal?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

5% Student Feedback
- As you review your action steps for the student feedback goal, what strategies/actions have you put into place that you expect to positively influence your expected outcome
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

Mid-Year Teacher Reflection (Optional)

Part I. Student Learning (45%)

Using the data you have collected so far, reflect on your students' progress towards the goals you established at the beginning of the year.

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Text box for response.



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Describe what progress you made in your performance and practice focus area(s) and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

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Text box for response.



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Part III. Parent Feedback (10%)

Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

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Text box for response.



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Part IV. Student Feedback (5%)

Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

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Text box for response.



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Share with Evaluator

Additional Evaluator Feedback (Optional)

Text Box for Scripting

End-of-Year Teacher Self-Assessment and Reflection Form
Part I. Student Learning (45%)

As you work on this section, you may find it helpful to open a new tab with the SLOs and IAGDs you set at the beginning of the year so you can refer to them. To do this: 1) Right click (2-finger click on Mac) your name in the black bar at the top of the page and select "Open Link in New Tab" 2) Scroll down and click the yellow sticky that says "Ready to plan your goals or SLOs?" 3) Click "Student Learning Objectives" at the top of the page.

Results of each SLO indicator (IAGD) with evidence

Provide your overall self-assessment of whether each SLO indicator (IAGD) was met (based on the results of your identified IAGD). Use the ratings: Did not meet, Partially met, Met, Exceeded or Does not apply. Upload evidence in Supporting Documents.
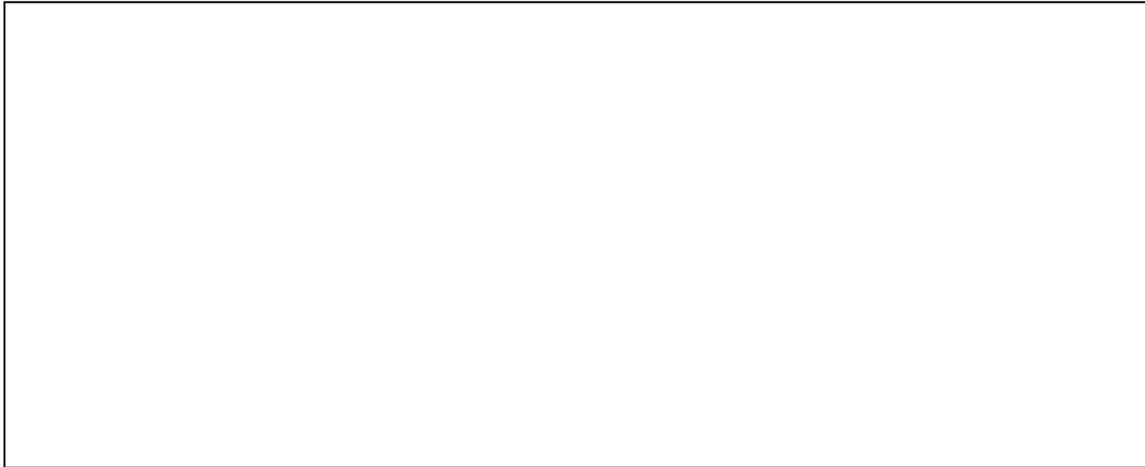
Describe what you did that produced the results for each SLO indicator (IAGD). Describe what you learned and how you will use the results going forward. Samples of evidence may be uploaded in Supporting Documents.
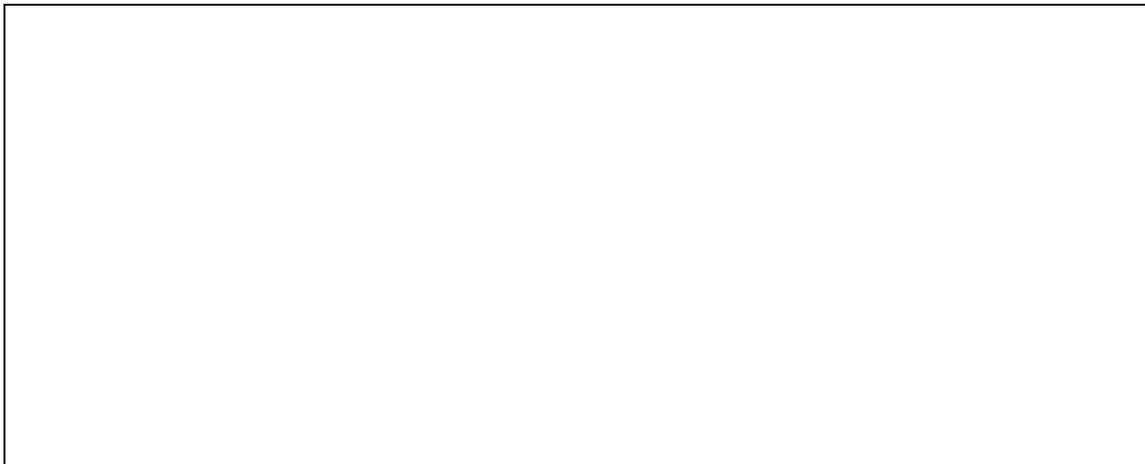
Describe what progress you made in your performance and practice focus area(s) throughout the year and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

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Part III. Parent Feedback (10%)

Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year.   Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Part IV. Student Feedback (5%)

Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year.   Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Text box for response.

When you are ready, click the gear icon in the black bar above, select What's been shared?, and select Share next to Self-Assessment to make your responses visible to your observer.

*The End-of-Year Conference will be signed off by both the teacher and evaluator.

End-of-Year Conference

Text box for scripting.

End-of-Year Evaluator Feedback Form
Part I. Final Rating Summative Worksheet

Evaluators will complete the Final Rating Summative Worksheet and share it with the teachers in advance of the end of year conference. Teachers will have the opportunity to review the worksheet prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so.

Part II. EOY Evaluator Feedback Form

Using the EOY Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary. The evaluator will include specific recommendations and suggested next steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement. Recommendations and next steps should be discussed and agreed upon with the teacher during the End-of-Year Conference.

Commendations/Recommendations:

Next Steps:

<u>End-of-Year Teacher Comments (Optional)</u>

Check-Ins

Text Box for Scripting

Review of Practice

Text box for scripting

Newtown Domains of Good Teaching

Domain I – PLANNING AND PREPARATION

- Knowledge of Students – The teacher demonstrates understanding of students' prior knowledge, as well as students' overall skills, knowledge, language proficiency, learning and special needs. Content instruction is at an appropriate level and is differentiated.

- Knowledge of Content/Pedagogy – The teacher possesses an appropriate level of content knowledge and understanding of the structure of the discipline. The teacher understands prerequisite relationships, con anticipate student misconceptions and develops effective strategies to overcome those misconceptions.

- Designing Coherent Instruction – The teacher uses district-approved materials. Units, lessons, and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems, and make real-world, career, or global connections.

- Designing Appropriate Assessment – The teacher selects and prepares diagnostic formative, progress monitoring, and summative assessments.

Domain II – CLASSROOM ENVIRONMENT

- Creating a responsive and respectful classroom environment – The teacher cultivates respect and rapport, teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests, and performance levels.

- Sharing Accountability and Responsibility – The teacher promotes student engagement in the learning process by sharing accountability with the students.

- Classroom Management (formerly Support Positive Behavioral Choices to Maximize Learning Opportunities) – The teacher appropriately manages, monitors, and adjusts instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources, and class routines.

Domain III – INSTRUCTION

- Repertoire, Activities, and Assignments – The teacher orchestrates highly effective strategies, materials, and groupings to engage and motivate the students.

- Instructional Materials/Resources – The teacher uses technological and digital resources strategically.

- Expectations for Learning – The teacher shows students exactly what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work.

- Discussion Techniques – The teacher encourages use of active learning strategies such as purposeful discourse and/or inquiry-based learning. The teacher demonstrates adept questioning and discussion techniques.

- Engagement, student roles, student participation – The teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students.

- Differentiation – The teacher uses differentiated instruction as well as flexible groupings and creative use of instructional materials to support students with learning difficulties, disabilities, gifts, and talents.

- Structure, Pacing, Nimbleness – The teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and to respond to student performance and engagement.

- Quality of Questioning – The teacher uses questioning techniques that encourage high-level cognitive activity among students and that capture the complexity of student learning across the hierarchy of cognitive skills.

- Communication – The teacher will support student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators.

- Support – The teacher assists in the identification of students in need of additional support or evaluation and makes the necessary referrals. The teacher assists in the development and implementation of individualized plans. (cont'd)

Domain III – INSTRUCTION (cont'd)

- Clarify, Explanation of Content, Use of Oral and Written Expression – The teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats.

- Tenacity, Persistence – The teacher demonstrates tenacity and persistence in following up with struggling students.

Domain IV – ASSESSMENT

- Monitoring of Student Learning – The teacher uses a variety of assessments that align with the learning objectives and which value the diversity of the ways in which students learn. The data thus collected will be used to monitor student progress, identify areas for reteaching, and plan future instruction.

- Feedback – The teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.

- Analysis/Reflection – The teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust teaching.

Domain V – PROFESSIONAL REPONSIBILITY

- Continuous Improvement – The teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning.

- Collaboration – The teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate, student learning, instructional strategies, curricula, individual student success plans, and post-secondary and career exploration. The teacher is an active and contributing member of a Professional Learning Community.

- Communication – The teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher understands the legal rights of students with disabilities, their families, within the intervention, referral, and individualized educational plan process. The teacher uses communication technology in a professional and ethical manner, in keeping with school and district regulations.

- Conduct – Teachers conduct themselves as professionals in accordance with Connecticut's Code of Professional Responsibility for Educators. The teacher demonstrates honesty, ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.

RUBRICS

INTRODUCTION

The Newtown Public Schools define effectiveness as the ability to produce a desired outcome. In order to measure effectiveness in teaching, the committee started with the task of researching available teacher evaluation tools. The goal was to decide on a common language and understanding of effective instruction, and a valid and reliable method of evaluating teachers. The most well developed rubrics included Charlotte Danielson's (2007), Kim Marshall's (2010) and the Connecticut Common Core of Teaching (2010). The committee chose rubric strands from these three sources that best matched the Newtown belief system. A subcommittee organized all the strands into "Newtown's Vision of Good Teaching Domains." The rubric subcommittee developed rubrics using the three resources to facilitate teacher evaluation, promote teacher reflection on the domains and stimulate conversation about practice.

Subsequently, the State Department of Education provided rubrics for districts to use in measuring the effectiveness of student and educators support services (SESS) personnel. These rubrics are used for special education teachers, psychologists, school counselors, OT/PT and speech and language pathologists. Appendices B and C contain alternative evaluation materials for SESS personnel.

Domain I – Planning and Preparation

	Exemplary	Proficient	Developing	Below Standard
Knowledge of Students	Teacher displays extensive and subtle understanding of individual students' skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is highly differentiated.	Teacher displays understanding of individual students' skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is differentiated.	Teacher displays limited understanding of individual students' skills, knowledge, language proficiencies and special needs, but displays knowledge only for the class as a whole. Whole class content instruction is at an appropriate level but not necessarily differentiated.	Teacher displays little or no understanding of individual students' skills, knowledge, language proficiencies and special needs. Content instruction is not at an appropriate level and/or differentiated.
Knowledge of Content/Pedagogy	Teacher possesses extensive content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationship and can anticipate student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationships and can respond to student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses limited content knowledge but does not demonstrate an understanding of the scope and sequence.	Teacher had little or no content knowledge and does not demonstrate an understanding of the scope and sequence.
Designing Coherent Instruction	Teacher effectively uses district-approved units and materials. Lessons and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems and make real-world, career or global connections.	Teacher uses district-approved units and materials. Lessons and learning tasks are coherent. Students are engaged in the work of the discipline. Students have some opportunity to think critically and creatively and to solve problems.	Teacher generally uses district-approved units and materials. Lessons and learning tasks are evident but may lack coherence.	Teacher does not effectively use district-approved units and materials. Lessons and learning tasks are not coherent.
Designing Appropriate Assessment	Teacher designs and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher selects and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher inconsistently selects or prepares diagnostic, formative, performance, and/or summative assessments.	Teacher does not effectively select or prepare diagnostic, formative, performance, and/or summative assessments.

Domain II – Classroom Environment

	Exemplary	Proficient	Developing	Below Standard
Creating a Responsive and Respectful Classroom Environment	Teacher cultivates high levels of respect and rapport: teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is highly responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher cultivates respect and rapport: teacher to student and student to teacher. Behavioral expectations are stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher attempts to cultivate respect and rapport: teacher to student and student to teacher. Behavioral expectations are inconsistent. The classroom environment is somewhat responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher does not provide an environment that cultivates respect and rapport. Behavioral expectations are not clear and explicitly stated. The classroom environment is not responsive to or respectful of students with diverse backgrounds, interests and performance levels.
Sharing Accountability and Responsibility	Teacher consistently promotes student engagement and creates an environment where students take primary responsibility for their learning.	Teacher promotes student engagement and shares responsibility for the learning process with students.	Teacher attempts to promote student engagement in the learning process.	Teacher does not promote student engagement in the learning process.
Classroom Management	Teacher seamlessly manages, monitors, and adjusts transitions, all instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher manages, monitors, and adjusts transitions, most instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher inconsistently manages, monitors, and adjusts transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher does not consistently manages, monitors and adjusts transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.

Domain III – Instruction for Active Learning

	Exemplary	Proficient	Developing	Below Standard
Instructional Techniques	Teacher strategically uses research based best practices and materials including technological and digital tools for instruction. The teacher consistently differentiates instruction and utilizes flexible groupings to support all students with learning difficulties, disabilities, gifts, and talents.	Teacher consistently uses best practices and materials including technological and digital tools for instruction. The teacher differentiates instruction and utilizes flexible groupings to support most students with learning difficulties, disabilities, gifts, and talents.	Teacher inconsistently uses best practices and materials including technological and digital tools for instruction. The teacher occasionally differentiates instruction and utilizes flexible groupings to support students with learning difficulties, disabilities, gifts, and talents.	Teacher does not use best practices and materials including technological and digital tools for instruction. The teacher rarely differentiates instruction or utilizes flexible groupings to support students with learning difficulties, disabilities, gifts,
Discussion and Questioning Techniques	Teacher strategically uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy. Students make unsolicited contributions pertinent to discussions. .	Teacher uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy.	Teacher occasionally uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy.	Teacher does not use active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy.
Instructional Communication	Teacher consistently and extensively uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students specifically what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.	Teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides appropriate feedback.	Teacher attempts to use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher attempts to show students what is expected. Teacher provides general feedback.	Teacher does not use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher does not show students what is expected. Teacher does not provide feedback.
Engaging Students in Learning	Teacher skillfully varies student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students are highly engaged in learning and make meaningful contributions to the success of the class.	Teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students participate in classroom discussions and activities.	Teacher ineffectively varies student and teacher roles. Student participation is minimal or non-substantive.	Teacher does not vary student and teacher roles. Students are disengaged.
Flexibility and Responsiveness	Teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher demonstrates tenacity and persistence in following up with all struggling students.	Teacher adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher follows up with struggling students.	Teacher attempts to adapt lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher inconsistently follows up with struggling students.	Teacher does not adapt lessons or follow up with struggling students.

	Exemplary	Proficient	Developing	Below Standard
Monitoring Student Learning	Teacher selectively administers a variety of assessments that align with the learning objectives and which value the diversity of ways in which students learn. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers a variety of assessments that align with the learning objectives. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers assessments that may or may not align with the learning objectives. The data collected is ineffectively used to inform future instruction.	Teacher does not effectively administer assessments to monitor student progress and/or inform future instruction.
Feedback	Teacher supports student progress by explicitly and consistently communicating academic and behavioral performance expectations and results with all students, families, and other educators. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive to students.	Teacher supports student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides appropriate feedback to students.	Teacher supports student progress by inconsistently communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides general feedback to students.	Teacher does not provide feedback on student academic or behavioral performance with students, families, and other educators. Teacher does not provide feedback to students.
Analysis, Reflection and Support	Teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher individually analyzes and charts assessment data, draws conclusions, reflects on practice, and adjusts instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher collects and reflects on assessment data. Teacher implements goals and objectives of individualized plans.	Teacher does not collect and/or reflect on assessment data or instructional practice. Inconsistently implements goals and objectives of individualized plans.

Domain V – Professional Responsibility and Teacher Leadership

	Exemplary	Proficient	Developing	Below Standard
Continuous Improvement	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning. Teacher shares expertise with colleagues.	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning	Teacher displays limited reflection and self-evaluation and occasionally participates in professional development.	Teacher does not reflect or self-evaluate and participates in limited professional development.
Collaboration	Teacher collaborates with colleagues, administrators, students, and families to positively affect school climate and student learning, e.g., instructional strategies, curricula, and individual student success plans. The teacher is an active and contributing member of a Professional Learning Community both at the school and district level.	Teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is an active and contributing member of a Professional Learning Community.	Teacher occasionally collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is a member of his/her Professional Learning Community.	Teacher rarely collaborates with colleagues, administrators, students, and families, to affect school climate and student learning. The teacher is not a contributing member of his/her Professional Learning Community.
Communication	Teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher regularly uses communication tools professionally and ethically in keeping with district regulations.	Teacher communicates in a timely manner with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher uses communication tools professionally and ethically in keeping with district regulations.	Teacher inconsistently communicates with students and families. The teacher communicates in an ethical and professional manner. The teacher inconsistently follows district communication regulations.	Teacher rarely communicates with students and families. Communication with students and families may or may not be in an ethical and professional manner, and/or does not follow district communication regulations.
Conduct	Teachers conduct themselves as role models and professionals in accordance with Connecticut's Code of Professional Responsibility for Educators. The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut's Code of Professional Responsibility for Educators. The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut's Code of Professional Responsibility for Educators.	Teacher does not consistently conduct him/herself in accordance with Connecticut's Code of Professional Responsibility for Educators.
Contributions	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement at the district and building level.	Is a positive team player and contributes ideas, expertise, and time to improve the climate and learning environment of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.

SESS RUBRIC

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

PLACEHOLDER:

SDE 2015-16 Version of SESS Rubric

APPENDIX A

Introduction to Rating Scale

(from SEED)

Evaluation and Support System Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.
1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus is comprised of two categories:
    a. Observation of teacher performance and practice (40%) as defined in Newtown's good vision of teaching Domains, which articulates the five domains of teacher practice.
    b. *Parent (10%)* on teacher practice that is informed by surveys.
2. Student Learning 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 objectives (SLOs).
    b. Student feedback (5%) as determined by student surveys.

Scores from each of the four categories will be combined (using the template in the next section) to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The performance levels are defined as: Exemplary: substantially exceeds indicators of performance; Proficient: Meeting indicators of performance; Developing: Meeting some indicators of performance but not others; Below Standard: Not meeting indicators of performance.

Effective vs Noneffective

    Novice teachers shall generally be deemed "effective" if the 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. The superintendent may offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect. Any novice teacher not meeting the "effective" criteria described above shall be considered "ineffective.".
    A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time. A post-tenure teacher shall otherwise be deemed "effective".

Rating Scale

				Exemplary	Proficient	Developing	Below Standard	Value	Subtotal	Factor	Final
				4	*3*	*2*	*1*				
Teacher Practice	10%	Parent Feedback	Progress toward goal on Parent Survey	Exceeded goal	Met goal	Partially met goal	Did not meet goal			0.2	
	40%	I	Knowledge of Students	4	3	2	1			0.16	
		I	Knowledge of Content/Pedagogy	4	3	2	1				
		I	Designing Coherent Instruction	4	3	2	1				
		I	Designing Appropriate Assessment	4	3	2	1				
		II	Creating a Responsive and Respectful Classroom Environment	4	3	2	1			0.16	
		II	Sharing Accountability and Responsibility	4	3	2	1				
		II	Classroom Management	4	3	2	1				
		III	Instructional Techniques	4	3	2	1			0.16	
		III	Discussion and Questioning Techniques	4	3	2	1				
		III	Instructional Communication	4	3	2	1				
		III	Engaging Students in Learning	4	3	2	1				
		III	Flexibility and Responsiveness	4	3	2	1				
		IV	Monitoring Student Learning	4	3	2	1			0.16	
		IV	Feedback	4	3	2	1				
		IV	Analysis, Reflection and Support	4	3	2	1				
		V	Continuous Improvement	4	3	2	1			0.16	
		V	Collaboration	4	3	2	1				
		V	Communication	4	3	2	1				
		V	Conduct	4	3	2	1				
		V	Contributions	4	3	2	1				
Student Learning	45%		Progress toward Student Learning Outcome (SLO) goal 1	4	3	2	1			0.9	
			Progress toward Student Learning Outcome (SLO) goal 2	4	3	2	1				
	5%	Student Feedback	Progress on Student Feedback Action Steps	Exceeded goal	Met goal	Partially met goal	Did not meet goal			0.1	

Teacher Practice Rating Table		Student Learning Rating Table	
Teacher Practice Points		Student Learning Points	
1.00-1.40	Below Standard	1.00-1.40	Below Standard
1.41-2.40	Developing	1.41-2.40	Developing
2.41-3.40	Proficient	2.41-3.40	Proficient
3.41-4.00	Exemplary	3.41-4.00	Exemplary

SESS Rating Scale

				Exemplary	Proficient	Developing	Below Standard	Subtotal	Factor	Final
				4	*3*	*2*	*1*			
Teacher Practice	10%	Pt. Feedback	Progress on Parent Feedback Action Steps	Exceeded goal ☐	Met goal ☐	Partially met goal ☐	Did not meet goal ☐		0.2	####
	40%		II a	Promoting a positive climate					#DIV/0!	0.16	
			II b	Promoting student engagement							
			II c	Promoting appropriate standards of behavior							
			II d	Promoting efficient routines							
			IIIA	Planning service delivery is aligned with standards					#DIV/0!	0.16	
			III b	Planning assessment and prevention/intervention							
			III c	Selecting appropriate assessment and							
			IV a	Delivery of services					#DIV/0!	0.16	
			IV b	Leading students to construct new learning through							
			IV c	Monitoring Student Learning							
			V a	Formative and summative assessments for learning					#DIV/0!	0.16	
			V b	Assessment criteria and feedback							
			V c	Comprehensive data analysis, interpretation, and							
			VI a	Engaging in growth to impact service and st. progress					#####	0.16	
			VI b	Collaborating to develop and sustain prof. learning envt.							
			VI c	Communicating and collaborating with peers and							
			VI d	Conducting oneself as a professional							

Category	%	Item	Description	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)	Subtotal	Factor	Final
Student Learning	45%	Student Performance		All or most students met or substantially exceeded the target(s) contained in the indicators.	Most students met the target(s) contained in the indicators within a few points on either side of the target.	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.	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.			####
			Progress toward Student Learning Outcome (SLO) goal 1					#DIV/0!	0.9	
			Progress toward Student Learning Outcome (SLO) goal 2							
	5%	St. Feedback	Progress toward goal on Student Survey	Exceeded goal ☐	Met goal ☐	Partically met goal ☐	Did not meet goal ☐		0.1	

Teacher Practice Rating Table		Student Learning Rating Table	
Teacher Practice Points		Student Learning Points	
1-1.40	Below Standard	1-1.40	Below Standard
1.41-2.40	Developing	1.41-2.40	Developing
2.41-3.40	Proficient	2.41-3.40	Proficient
3.41-4	Exemplary	3.41-4	Exemplary

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Teacher Practice Related Indicators (50%)

1. Performance and Practice (40%): A summative rating based on the rubrics for professional practice is developed by averaging ratings for each indicator within the domains.

2. Parent Feedback (10%): The Parent Feedback rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

4	Exceeded the goal	All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.
3	Met the goal	All of the action steps identified in the goal-setting process have been fully implemented.
2	Partially met the goal	All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.
1	Did not meet the goal	Few or none of the action steps identified in the goal-setting process have been implemented.

Student Learning Related Indicators:

1. Student Learning Objective(s) (45%): A summative rating based upon Indicators of Academic Growth and Development (IAGDS).

4	All or most students met or substantially exceeded the target(s) contained in the indicators.
3	Most students met the target(s) contained in the indicators within a few points on either side of the target.
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.
1	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

2. Student Feedback (5%): The Student Feedback rating reflects the degree to which a teacher successfully reaches his/he Student Goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

4	Exceeded the goal	All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.
3	Met the goal	All of the action steps identified in the goal-setting process have been fully implemented.
2	Partially met the goal	All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.
1	Did not meet the goal	Few or none of the action steps identified in the goal-setting process have been implemented.

Final *Teacher Practice* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Teacher Practice rating is converted from a numerical score using the following table:

Teacher Practice Rating Table	
Teacher Practice Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

Final *Student Learning* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Student Learning rating is converted from a numerical score using the following table:

Student Learning Rating Table	
Student Learning Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

The Summative Rating is established using the Teacher Practice rating, the Student Learning rating, and the Summative Rating Matrix (next page).

<center>**Summative Rating Matrix**</center>

The Newtown Professional Growth Plan for 2015-16 utilizes the SEED summative rating matrix shown below.

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

APPENDIX B

Anderson's Taxonomy

1. **Remembering:** Retrieving, recalling, or recognizing knowledge from memory.
   - Producing definitions, facts or lists, or recite or retrieve material.

2. **Understanding:** Constructing meaning from different types of functions – written or graphic
   - Interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining

3. **Applying:** Carrying out or using a procedure
   - Executing or implementing
   - Learned material is used in products, like models, presentations, interviews or simulations.

4. **Analyzing:** Breaking material or concepts into parts, determining how the parts relate or
   interrelate to one another or to the overall structure or purpose.
   - Actions like differentiating, organizing, and attributing and being able to distinguish between components
   - Illustrated by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

5. **Evaluating:** Making judgments based on criteria and standards.
   - Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.

6. **Creating:** Putting elements together to form a coherent or functional whole
   - Reorganizing elements into a new pattern or structure through generating, planning, or producing.
   - Requires putting parts together in a new way or synthesize parts into something new; a different form or new product.

Newtown's Taxonomy of Learning Domains

Creating

Can the student create a new product or point of view?

> Assemble, Compose, Construct, Design, Develop, Formulate, Invent, Plan

Evaluating

Can the student justify a stand or decision?

> Assess, Argue, Conclude, Critique, Defend, Judge, Select, Support

Analyzing

Can the student distinguish between the different parts?

> Appraise, Compare, Criticize, Deconstruct, Discriminate, Examine, Experiment, Question, Test

Applying

Can the student use the information in a new way?

> Demonstrate, Edit, Illustrate, Interpret, Model, Operate, Process, Solve, Use

Understanding

Can the student explain ideas or concepts?

> Classify, Describe, Discuss, Locate, Recognize, Summarize, Paraphrase, Report, Select, Translate

Remembering

Can the student recall or remember the information?

> Define, Duplicate, Identify, List, Recite, Reproduce, State

APPENDIX C

Responsibility for Evaluation of Certified Personnel

Position	Primary Responsibility	Cooperative Responsibility
Classroom Teacher, Instructional Specialist, Reading Consultant, School Counselors	Principal, Assistant Principal	Principal, Assistant Principal, Department Chairperson, Director of Music, Director of Guidance
Special Education Teacher, School Psychologist, Speech Therapist, Social Worker, Pupil Services Personnel	Director of Pupil Services, Special Education Supervisor	Principal, Assistant Principal
Department Chairperson	Principal, Assistant Principal	Principal, Assistant Principal
Assistant Principal	Principal	
Principal, Director of Pupil Services	Superintendent, Assistant Superintendent	Superintendent, Assistant Superintendent
Assistant Superintendent	Superintendent	
Superintendent	Board of Education	

APPENDIX D

Connecticut Code of Professional Responsibility for Educators

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

(a) PREAMBLE

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

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

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

(b) Responsibility to the Student:

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

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

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

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

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

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

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

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

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

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

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

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

(c) Responsibility to the Profession:

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

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

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

(C) Uphold the principle of academic freedom;

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

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

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

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

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

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

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

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

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

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

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

(d) RESPONSIBILITY TO THE COMMUNITY

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

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

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

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

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

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

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

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

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

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

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

UNPROFESSIONAL CONDUCT*

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

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

(B) Discriminate against students;

(C) Sexually or physically harass or abuse students;

(D) Emotionally abuse students; or

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

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

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

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

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

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

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

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

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

(A) Exploit the educational institution for personal gain;

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

(C) Knowingly misrepresent facts or make false statements.

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

(i) Code revision

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

Stefan Pryor
Commissioner of Education

Diane D. Ullman
Interim Chief Talent Officer

Nancy L. Pugliese
Chief, Bureau of Educator Standards and Certification

The Newtown Public School District is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Newtown Public School District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Newtown Public School District does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Newtown Public School District's nondiscrimination policies and practices should be directed to:

Title IX, Title VI and Section 504
Mrs. Catherine Goralski
3 Primrose Street, Newtown, CT 06470
203-426-7600
(Coordinator for matters related to Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973)

Newtown Public Schools
Evaluation and Support Plan
2015-2016

Administrator

SDE-approved: August 4, 2014

Newtown Board of Education
Approval: July, 2014

Administrator Evaluation and Support

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

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

- Observation of Leadership Performance and Practice (40%)

- Stakeholder Feedback (10%)

- Student Learning (45%)

- Teacher Effectiveness Outcomes (5%)

Additional Requirements for Administrator Evaluation and Support Plans

In addition, this document includes "Points for District Consideration" to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration

- Evaluation-Informed Professional Learning

- Improvement and Remediation Plans

- Career Development and Growth

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

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a "district-developed" evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

Administrator Evaluation and Development

Purpose and Rationale

This section of the 2015 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

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

- Meeting expectations as an instructional leader;

- Meeting expectations in at least 3 other areas of practice;

- Meeting 1 target related to stakeholder feedback;

- Meeting state accountability growth targets on tests of core academic subjects6;

- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and

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

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

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

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1 Smarter Balanced Assessments *will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of*

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

System Overview

Administrator Evaluation and Support Framework

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

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

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

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

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

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

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

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

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

Process and Timeline

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

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

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

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

Figure 1: This is a typical timeframe:

Goal Setting & Planning	Mid-Year Formative Review	End-of-Year Review
Prior To School Year	Mid-Year	Spring / End-of-Year

* *Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating[7].

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

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

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

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

Step 2: Goal-Setting and Plan Development

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

Figure 2:

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

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2 Smarter Balanced Assessments *will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.*

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

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

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

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

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

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The completed form on page 49 represents a sample evaluation and support plan.

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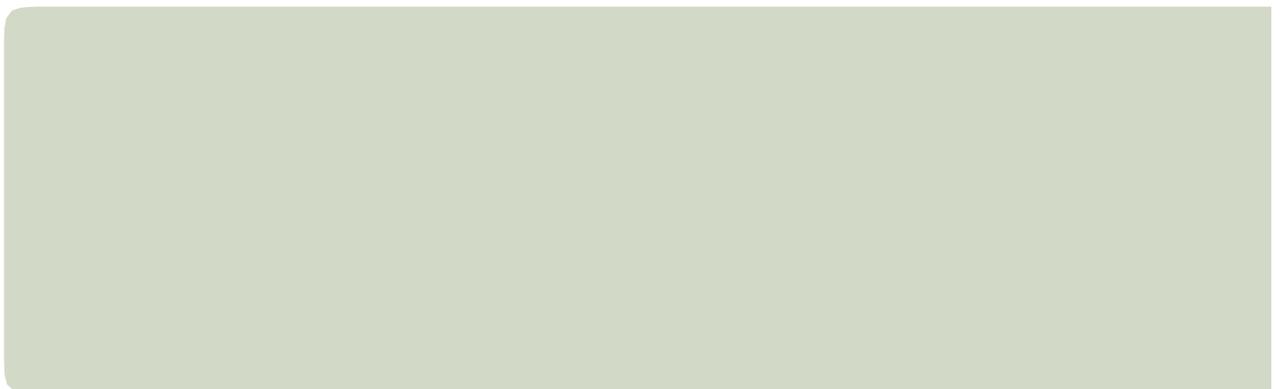
Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

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

Step 3: Plan Implementation and Evidence Collection

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

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

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

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

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

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

A note on the frequency of school site observations:

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

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received a summative rating of *developing* or *below standard* in the previous year.

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

Step 4: Mid-Year Formative Review

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

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

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

Step 5: Self-Assessment

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

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

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

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

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

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

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

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

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

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*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 20

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness outcomes ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

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

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

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

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator 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 administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.
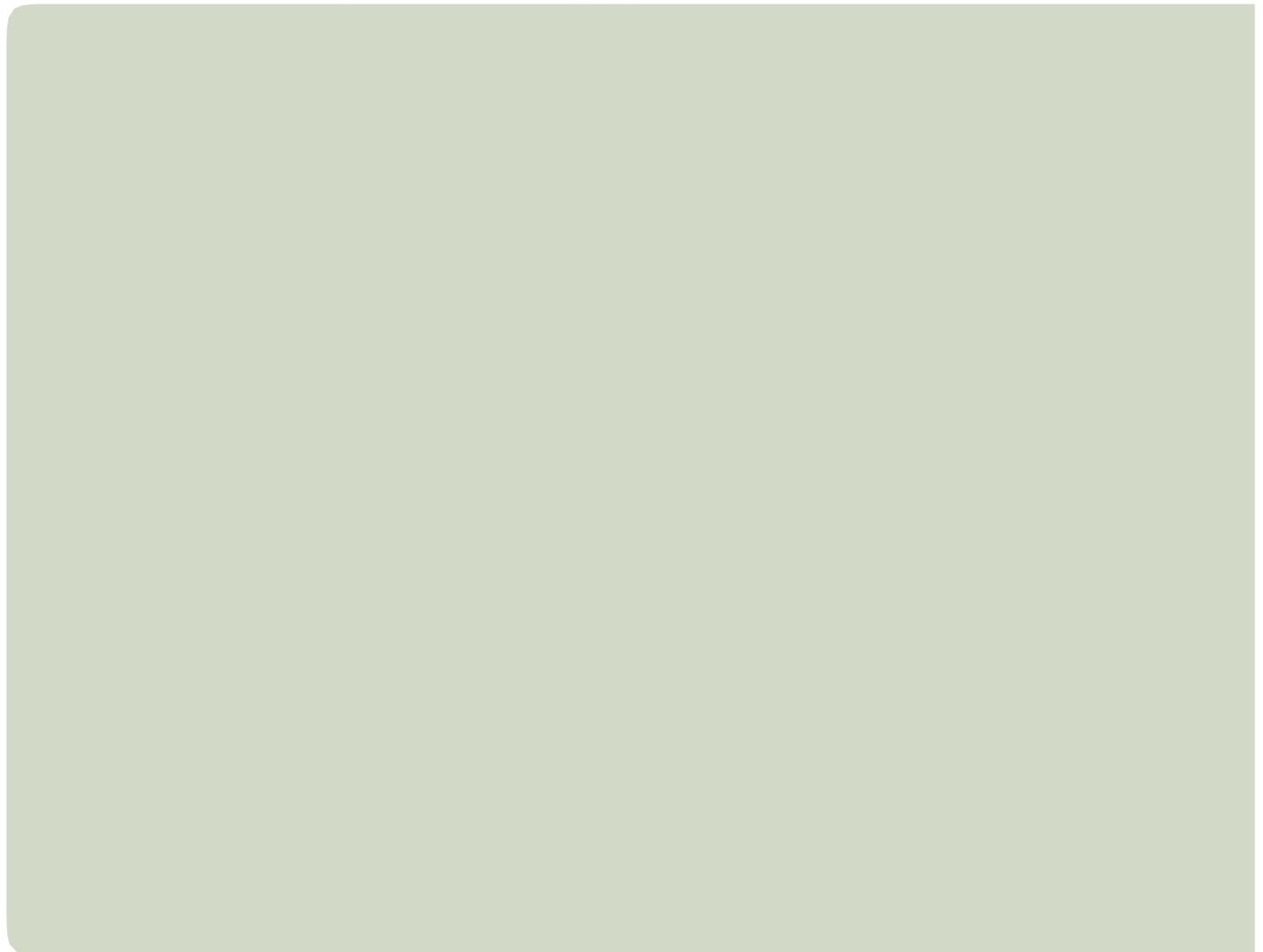
Improvement and Remediation Plans

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

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

1. **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. **Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.
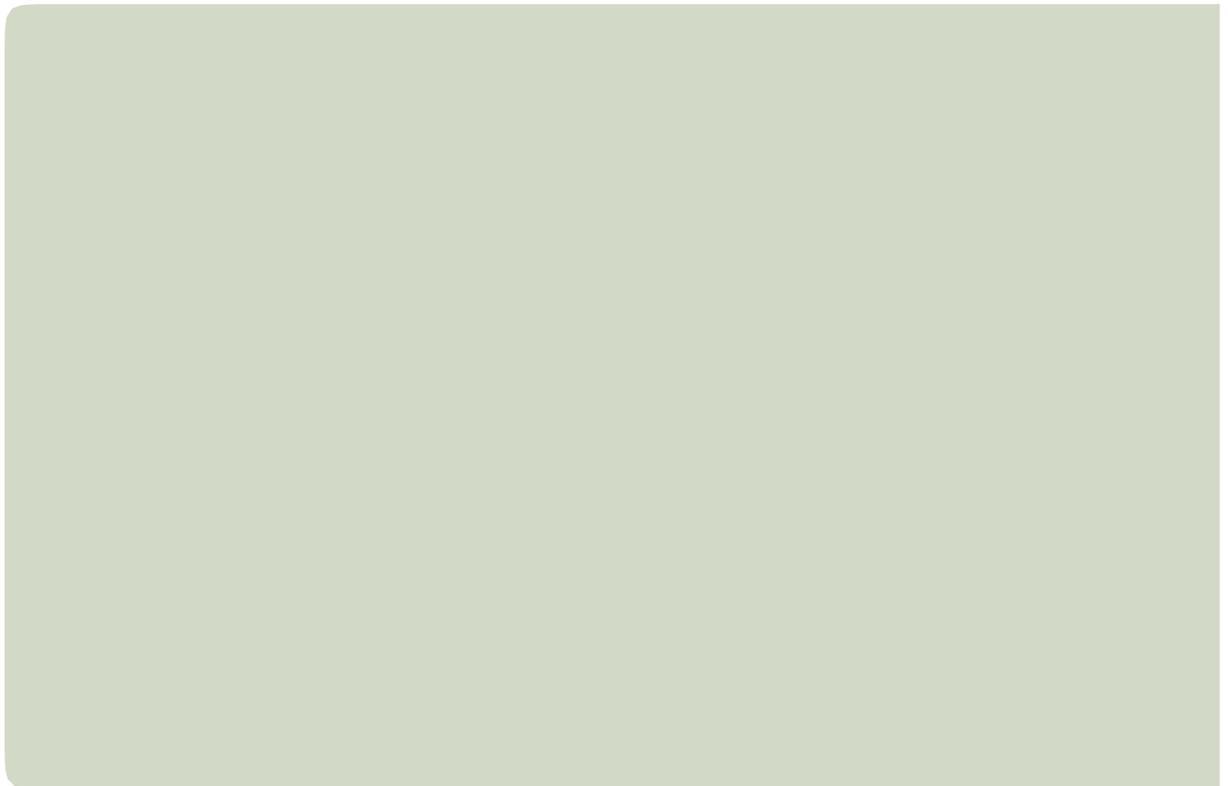
Career Development and Growth

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

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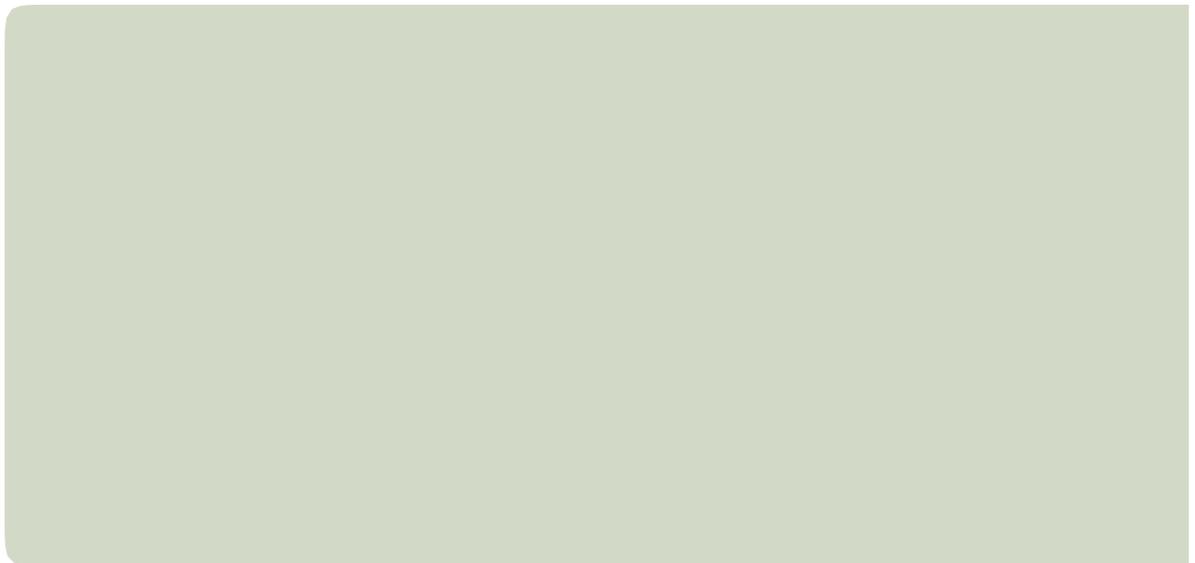
Leadership Practice Related Indicators

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

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

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

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

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

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

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

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

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

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

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

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

*In 2014, the Council of Chief State School Officers (CCSSO) released revised ISSLC Standards to better incorporate an expanding body of research and best practices from the field for public comment. The CCSSO anticipates publication of revised standards in the coming year.

Figure 3: Leadership Practice – 6 Performance Expectations

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

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

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

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

- *Developing*: The Developing Level focuses on leaders with a general knowledge of 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.

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

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

Strategies for Using the CCL Leader 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 CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

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

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

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

==*In Spring 2015, the CCL Leader Evaluation Rubric will undergo a validation study. In response to stakeholder feedback, revisions are expected to be made to the rubric and it's expected to be released in June 2015.==

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3 Central Office Administrators were given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance was being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year. Special considerations for the evaluation of Central Office Administrators are available here.

Performance Expectation 1: Vision, Mission and Goals

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

Element A: High Expectations for All

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

The Leader*...

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

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

*Given potential changes to the rubric, these indicators and performance descriptors may be subject to change.

Arriving at a Leadership Practice Summative Rating

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

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

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

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

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

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

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

Principals and Central Office Administrators*:

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

*Given potential changes to the rubric, this rating scale may be subject to change.

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

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

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

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

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the [SEED website](#) for Panorama Education surveys.

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

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators:

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

CENTRAL OFFICE ADMINISTRATORS

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

Principals or principal supervisors
Other direct reports
Relevant family members

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

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

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

Principals
Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

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

Step 1 - Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

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

Step 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).

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

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

Step 6 - Assign a rating, using this scale:

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

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

Examples of Survey Applications

Example #1:

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

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

Example #2:

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

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

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

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

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

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

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

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

   PLEASE NOTE: SPI calculations may not be available for the 2015-16 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.

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

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

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

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

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

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

SPI Progress (all students and subgroups)

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

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

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

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

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

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

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

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

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

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

Locally-Determined Measures (Student Learning Objectives)

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

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

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

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

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

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

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

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

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

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

Grade Level/Role	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain *proficient* or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2016, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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

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

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

▪The administrator chooses student learning priorities for her/his own evaluation that are

  (a) aligned to district priorities (unless the school is already doing well against those priorities) and

  (b) aligned with the school improvement plan.

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

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

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

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

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

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

Arriving at a Student Learning Summative Rating

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance[*] ratings:

1. *Exemplary*: Substantially exceeding indicators of performance

2. *Proficient*: Meeting indicators of performance

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

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

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

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

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

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;

2. Determining an Student Outcomes Rating; and

3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

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

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

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

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 76.

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding *(see Appendix 2)*.

Appendix 1

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre- existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal

observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:

   1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;

   2. Streamline educator evaluation data collection and reporting by teachers and administrators;

   3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;

5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;

6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation
May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

   (a) The performance levels shall be defined as follows:
   - 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 term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

    a. For the 2015-16 academic year, the required use of state test data is suspended, pending USED approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

    b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

b. A minimum of one non-standardized indicator.

c. standardized indicator.