WOODSTOCK ACADEMY'S

TEACHER EVALUATION
AND
PROFESSIONAL GROWTH PLAN

Bonsai – Best On-going iNdications of Successful Assessment and Instruction

Approved by the Board of Trustees in May 2014.

"The professional teacher is one who learns from teaching rather than one who has finished learning how to teach." Linda Darling-Hammond

Teacher Evaluation and Professional Growth Plan
Revision Committee Members, 2009-2010

Lauren Churchill, Music Teacher
Lauren Cremers, Science Teacher
Jayne Collins, World Language Teacher
Karin Cournoyer, Social Studies Teacher
Robert Derrico, Physical Education Teacher
Sara Dziedzic, Social Studies Teacher
JoAnn Johnson, Family and Consumer Science Teacher
Jason Musko, English Teacher
Ron Rhault, Mathematics Teacher
Linda Stedman, Social Studies Teacher

Revision Committee Members, 2010-2011

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Katherine Field, Social Studies Teacher
JoAnn Johnson, Family and Consumer Science/Health Teacher
Valarie May, Science Teacher
Cynthia Morrill, English Teacher
Richard Parkinson, Vocational Technology Teacher
Amy Ranta, Music Teacher
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JoAnn Johnson, Consumer Science/Health Teacher
William Guillot, Math Teacher
Valarie May, Science Teacher
Cynthia Morrill, English Teacher
Richard Parkinson, Vocational Technology Teacher
Amy Ranta, Music Teacher
Holly Singleton, Associate Head

Woodstock Academy

Mission Statement

The mission of the Woodstock Academy is to prepare ALL students for a lifetime of learning by providing academic rigor, a safe environment, and a diversity of educational experiences which will foster a sense of respect for self and others, and will encourage active investment in family, school, community, and the world.

Overview

Woodstock Academy is an independent four-year, nonselective, co-educational secondary school serving the towns of Woodstock, Eastford, Brooklyn, Canterbury, Union, and Pomfret. The Academy welcomes additional students from other area towns as well as international students on a tuition basis.   The primary purpose of the Academy is to create an educational environment that fosters fundamental skills, critical and creative thinking, questioning, practical problem solving, active learning, and social awareness.

Woodstock Academy is governed by a Board of Trustees and administered by a Headmaster, Associate Headmaster, Assistant Headmasters, Deans of Students, Director of Student Services, and Director of Technology. Departments, led by a department chair, organize the present professional staff of approximately 95.

Statement of Purpose

The purpose of the Woodstock Academy Teacher Evaluation and Professional Growth Plan is:

- To improve the quality of instruction at Woodstock Academy and thereby positively impact student learning;
- To analyze student data;
- To ensure that teachers are abiding by the Professional Code of Conduct;
- To assist teachers in their professional development; and
- To adhere to the Connecticut statues and guidelines provided by the Connecticut State Department of Education.

The following three Connecticut State Department of Education publications and the Woodstock Academy Goals, Student Outcomes, and Curriculum Standards are the framework for this evaluation documents:

1. *Connecticut's Common Core of Learning* (CCL), which clearly establishes high expectations for learning for all of Connecticut's children;

2. The *Common Core of Teaching (CCT) Rubric for Effective Teaching* and *the CCT Rubric for Effective Service Delivery of 2014* which define effective teaching practices throughout the career continuum of teachers from pre-service, through induction, as well as for the evaluation and continued professional development of experienced teachers;

3. *Connecticut's Framework K-12 Curricular Goals and Standards,* which establishes student content and performance standards across all disciplines by grade span;

4. *SEED: Connecticut's System for Educator Evaluation and Development*, which establishes the state's model for educator evaluation; and

5. *The Woodstock Academy Goals, Student Outcomes, and Curriculum Standards.*

GUIDING BELIEFS

The Woodstock Academy Teacher Evaluation and Professional Growth Plan believes:

1. Evaluation and Professional Development are intended to improve student learning.
2. The *Common Core of Teaching (CCT) Rubric for Effective Teaching,* the CCT Rubric for Effective Service Delivery of 2014, and recent research on effective teaching provide a broad, general description of good teaching.
3. The teacher evaluation process should be conducted in an atmosphere of mutual trust and respect.
4. Successful evaluation recognizes effective teaching practices, thereby enhancing the self-image and self-respect of both teacher and evaluator.
5. Teachers, like students, must be continual learners, always growing in content knowledge and skill in sound teaching practice.
6. Opportunities for collegial peer observation and sharing are invaluable in encouraging professional growth.
7. Ongoing, reflective practice encourages teacher growth and enhances student learning.
8. The evaluation process correlates with the levels of teacher experience at Woodstock Academy.
9. Attaining proficiency does not guarantee teacher retention.
10. Teachers should embody the skills that they seek to foster in students.

DESIGN PRINCIPLES

Include multiple, standards-based measures of performance

An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive pictures of teachers' performances. There will be four categories for teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%), and school-wide student learning or student feedback (5%).

Promote both professional judgment and consistency

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases.

Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

Encourage aligned professional development, coaching, and feedback to support teacher growth

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development tailored to the individual needs of their classrooms and students. This evaluation plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

Review Process for the Educator Evaluation and Support Plan

The Woodstock Academy Educator Evaluation and Support Plan, BONSAI, will be reviewed annually for effectiveness, compliance with state statutes, and to determine areas for refinement or improvement. This review will include input from members of the Professional Development and Evaluation Committee (PDEC). Annually the Academic Committee, the sub-committee of the board charged with direct oversight of teaching and learning, will assess the proposed revisions and changes to BONSAI. The electronic signature of the Headmaster shall indicate that there is **mutual agreement** between the PDEC and the Board of Trustees.

If mutual agreement was not achieved, then the Headmaster would confirm that the following sequence, as outlined in the statute, has occurred:

"If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional develop and evaluation committee, then such board of education and such professional development and evaluation program committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to (c) of this section, and such board of education may adopt, through mutual agreement with such professional development and evaluation committee, such model teacher evaluation support. If a local or regional board of education and the professional development and evaluation committee are unable to mutually agree on the adoption of such model teacher evaluation and support program, then such board of education shall adopt and implement a teacher evaluation and support program developed by such board of education, provided such teacher evaluation and support program is consistent with the guidelines adopted by the

State Board of Education, pursuant to subsection (c) of this section. Each local and regional board of education may commence implementation of the teacher evaluation and support program adopted pursuant to this subsection in accordance with a teacher evaluation and support program implementation plan adopted pursuant to subsection (d) of this section (section 1 10-151b).
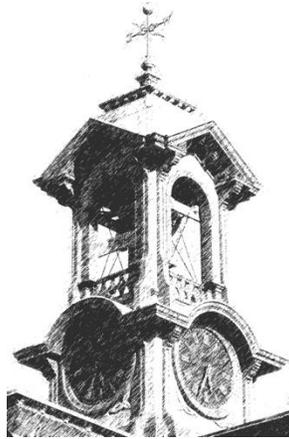
Assignment of Evaluators

Position	Evaluator
Classroom Teachers	Administration
Counselors	Director of Counseling
Psychologist, Social Worker, Nurses	Director of Student Services
Department Chairpersons	Administration
Associate Headmaster	Headmaster
Assistant Headmasters	Headmaster
Deans of Students	Headmaster
Academic Dean	Headmaster
Director of Counseling	Headmaster
Director of Student Services	Headmaster

The Associate Headmaster assigns all evaluators to teachers. While an administrator evaluates each teacher, the Associate Headmaster may, as appropriate, assign additional evaluators to conduct observations and/or evaluations. In the event that a teacher and evaluator jointly request a specific individual to be the second evaluator, the Associate Headmaster will consider the request, but retains sole discretion to assign the second evaluator.

All phases of the Woodstock Academy Teacher Evaluation and Professional Growth Plan shall conform to Connecticut guidelines and statues regarding the evaluation of teachers.

The department chairperson's role in the evaluation process shall be to work with all members of his/her department in the capacity of mentor/teacher coach. All documents related to this work shall not be considered official documents, but may, at the discretion of each teacher, be included in his/her personnel file. At anytime, a department chairperson may request, in writing, for an administrative observation/evaluation of a department member.

Evaluation of Certified Faculty

PROCEDURES

By October 1st of each year, each teacher will be provided with a copy of the Woodstock Academy *BONSAI* that can be found on the Forms Drive of the school's network server. Questions regarding the provisions of this plan will also be directed to department chairpersons or the Associate Headmaster for clarification.

The *Common Core of Teaching (CCT) Rubric for Effective Teaching* serves as the definition of foundational skills and competencies for all Connecticut teachers. The *CCT Rubric for Effective Service Delivery 2014* articulates the foundational skills and competencies for those certified faculty members whose assignment is primarily service in nature (i.e. social worker, guidance counselor, etc.) The Woodstock Academy Teacher Evaluation and Professional Development Plan supports the premise that teachers are on a growth continuum in their professional career. It recognizes the need to provide additional support for new teachers aligned with the Teacher Education and Mentoring program (TEAM) as well as continued support to tenured teachers. In addition, a separate Intensive Supervision Phase is available to address serious issues in teaching and learning and other professional responsibilities for tenured teachers.

When disagreements arise within the evaluation process, the concerned professional may request mediation by the Associate Headmaster. Additionally, a teacher may respond to an evaluation in writing. 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 may be made by the Headmaster.

PHASES OF TEACHER EVALUATION

1. **Induction Phase** – untenured teachers in years 1 and 2.
2. **Guided Growth Phase** – untenured teachers in years 3 and 4, and experienced teachers not tenured at Woodstock Academy.
3. **Continuous Professional Growth Phase** – tenured teachers.
4. **Intensive Supervision Phase** - tenured teachers not demonstrating *CCT* competencies.

Evaluation System Overview

Evaluation System Overview
The evaluation 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: 1. Teacher Practice, and 2. Student Outcomes.

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

(a) **Observation of teacher performance and practice (40%)** as defined in The *Common Core of Teaching (CCT) Rubric for Effective Teaching or CCT Rubric for Effective Service Delivery 2014*; and

(b) **Peer feedback (10%)** on teacher practice.

2. Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress at the school and classroom level. This focus area is comprised of two categories:

(a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs); and

(b) **Whole-school measure of student learning (5%)** as determined by the School Performance Index. Should the SPI be unavailable, then an internal measure will be used.

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

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

The term "performance" in the above rating definitions shall mean "progress as defined by specific indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

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

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

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

3.   Goal-Setting Conference—The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects

evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

<u>Mid-Year Check-In:</u>
Timeframe: January and February

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

>   *Mid-Year Conference*—The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

<u>End-of-Year Summative Review:</u>
Timeframe: May and June; must be completed by June 30

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

>   2.   *Scoring*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. <u>After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.</u> Should state testing data be unavailable, SLO success will be determined by internal Measures of Academic Growth as mutually agreed upon by a teacher and his/her evaluator; no revisions will be made in this case.

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

Teacher Practice Related Indicators

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

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

These categories will be described in detail below.

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

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

The *Common Core of Teaching (CCT) Rubric for Effective Teaching* and *CCT Rubric for Effective Service Delivery 2014* represent the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

TEACHER OBSERVATION DETAILS
Formal: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.

Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.

All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within two days of an observation.

In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of observations be unannounced.

Induction Phase	Guided Growth		Professional Growth	
Untenured teachers in years 1 & 2	Untenured teachers in years 3 & 4 and teachers new to WA but previously tenured in CT within last 5 years		Tenured teachers.	
<u>YEAR 1 & 2</u> 3 Formals 2 Informals	<u>YEAR 3</u> <u>Below</u> – 3 Formals and 2 Informal <u>Proficient</u> – 2 Formal and 2 Informal	<u>YEAR 4</u> <u>Below</u> – 3 Formal and 2 Informal Proficient – 1 <u>Formal</u> and 2 Informal	Below Proficient 3 Formals	Proficient 1 Formal 2 Walk-throughs (one of classroom practices; one non-classroom review)
All in-class observation amounts above indicate the minimum number of observations that should be completed each year. Additional Formal and/or Informal observations may be conducted on an on-needed basis. All Formal Observations include a pre- and post-conference. Informal Observations require a post-conference only.				

Pre-conferences and Post-conferences

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

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

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

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Connecticut Framework for Teacher Evaluation and Support, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events. Observations of non-classroom practices (observations of practice) will be documented with a walk-through evaluation form.

<u>Feedback</u>

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

- Specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve his/her practice; and
- A timeframe for follow up.

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

Induction Phase Timeline

(This phase applies to untenured beginning teachers in years 1 and 2)

Year 1 and Year 2
Evaluation Timeline

Activity	Date	Person	Forms
Observation #1 (informal with post-conference)	Sept.	Evaluator	Form G (prior to post-observation conference)
Orientation to the Evaluation Process	First TEAM meeting Sept.	`	
Collaboratively Selected Student Learning Objective	Oct.	Evaluator	Form B
Observation #2 (formal with pre- and post-conference)	Oct.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Forms (2 days prior to observation) Form G (prior to post-observation conference)
Observation # 3 (formal with pre- and post-conference)	Nov.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Forms (2 days prior to observation) Form G (prior to post-observation conference)
Observation # 4 (informal with post-conference by department chair)	Dec.	Department Chair	Form G (prior to post-observation conference)
Observation # 5 (informal with post-conference)	Jan.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Forms (2 days prior to observation) Form G (prior to post-observation conference)
Observation #6 (informal with post-conference by department chair)	Feb.	Department Chair	Form G (prior to post-observation conference)
Observation #7(formal with pre- and post-conference)	March	Evaluator	Form E (2 days prior to observation) Teacher Assessment Forms (2 days prior to observation) Form G (prior to post-observation conference)
Observation # 8 (informal with post-conference by department chair)	April	Department Chair	Form G (prior to post-observation conference)
Summative Evaluation Conference	May	Evaluator	Form J (prior to summative conference)
Observation # 9 Walkthrough	May	Department Chair	
Observation # 10 Walkthrough	June	Evaluator	

THE INDUCTION PHASE

Teachers considered in the Induction Phase:

- Teachers at Woodstock Academy without prior teaching experience who are participating in the TEAM Program; or
- Beginning educators (years 1 and 2) whose certification does not require TEAM participation.

Woodstock Academy recognizes the intensity of the novice teacher's experience in the Induction Phase of his/her teaching career. The Induction Phase supports, encourages, and assesses beginning teachers who are participating in TEAM. Newly hired staff possessing the Initial Educator Certificate and participating in the TEAM Program are assigned to this phase until they successfully complete the requirements of the TEAM Program (usually two years).

Woodstock Academy maintains the following beliefs about the novice teacher and his/her development:

- Growth of a teacher is evolutionary in nature;
- Beginning teachers will have many areas needing improvement; and
- Growth is expected.

New teachers will be provided support over time which includes: (1) a mentoring program through the completion of the TEAM Program; (2) training and assistance in order to acquire and refine basic teaching competencies; and (3) opportunities to discuss and reflect on TEAM teaching practices. Teachers completing the TEAM Program will have the opportunity to participate in collaborative conversations and discussions among year one and two teachers and their mentors.

The purpose of the Induction Phase is:

- To collect data to assist in making a decision about tenure;
- To assess a teacher's capacity to grow as an educator;
- To identify a teacher's strengths and weaknesses;
- To provide sufficient support so that a teacher can perform to his/her potential and successfully complete the TEAM Program;
- To assess teacher competencies as defined in The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or *the CCT Rubric for Effective Service Delivery of 2014*;
- To ensure quality instruction for students; and
- To determine contract renewal (a mark of proficient does not guarantee retention).

The basis for a teacher's evaluation during the Induction Phase is:

- Performance related to written definitions of his/her professional position enumerating the general responsibilities and specific tasks of that position;
- Woodstock Academy goals and policies; and
- Observations based on The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or on *the CCT Rubric for Effective Service Delivery of 2014*.

The evaluator assesses the teacher's performance through a variety of means that could include, but are not limited to:

- Formal and informal observations;
- Unit and Lesson plans;
- Student Assessments;
- Student Learning Data;
- Progress with Student Learning Objectives;
- Individual Diagnostic Reports;
- Unannounced visitations;
- Teacher-generated reports/documents relevant to the position; and/or
- Teacher's adherence to Woodstock Academy policies.

Year 1 Requirements

- Orientation to BONSAI by October 1 (first TEAM Meeting) to include:

  o Focus on the upcoming observations;
  o Conversations about his/her induction into teaching; and
  o Opportunity for reflection, review of the evaluation document, and discuss the components of The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or *the CCT Rubric for Effective Service Delivery of 2014*.

- The first informal observation with post-conference conducted by September 30.

- Teacher reflection and goal setting and a goal-setting conference by October 31.

- A minimum of three formal observations and two informal observations including pre- and post- conferences by May 31st.

- Reflection on the progress of the chosen objective will be discussed at each of the post-observation conferences.

- A Teacher Self-assessment, Annual Evaluation Conference, and Summative Evaluation Report by May 31th.

- Complete TEAM models 1 and 2 by June 1.

Year 2 Requirements

Teachers considered as Year 2 are those who have completed the Year 1 process.

- Orientation to the BONSAI by October 1 (first TEAM Meeting) to include:

  o Focus on the upcoming observations;
  o Conversations about his/her induction into teaching; and
  o Opportunity for reflection, review the evaluation document, and discuss the components of The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or *the CCT Rubric for Effective Service Delivery of 2014*.

- The first informal observation with post-conference conducted by September 30.

- Teacher reflection and goal setting and a goal-setting conference by October 31.

- A minimum of three formal observations and two informal observations including pre- and post- conferences by May 31st.

- Reflection on the progress of the chosen objective will be discussed at each of the post-observation conferences.

- A Teacher self-assessment, Annual Evaluation Conference and Summative Evaluation Report by May 31st.

- Complete TEAM modules 3, 4, and 5 by June 1.

GUIDED GROWTH PHASE

(This phase applies to untenured beginning teachers in years 3 and 4 <u>and</u> to experienced teachers new to Woodstock Academy who were previously tenured in another Connecticut public school district within the last five years.) The rating of Proficient or Below Proficient Evaluations/PTN will be determined by the previous year's annual conference. Previously tenured teachers new to Woodstock Academy will be observed using the timeline in the Below Proficient Evaluations/PTN.

Year 3: Proficient
Evaluation Timeline

Activity	Date	Person	Form
Collaboratively Selected Student Learning Objective	Oct.	Evaluator	Form B
Observation #1 (informal with post-conference)	Oct.	Evaluator	Form G (prior to post-observation conference)
Observation #2 (informal with post-conference)	Nov.	Department Chair	Form G (prior to post-observation assessment)
Observation #3 (formal with pre- and post-conference)	Dec.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) Form G (prior to post-observation conference)
Narrative reflection on the status of objectives	End of first Semester	Evaluator	Form I
Observation #4 (informal with post-conference)	Jan.	Evaluator	Form G (prior to post-observation conference)
Observation #5 (informal with post-conference)	Feb.	Department Chair	Form G (prior to post-observation conference)
Observation #6 (formal with pre-and post-conference)	Feb.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) Form G (prior to post-observation conference)
Observation #7 (informal with post-conference)	March	Department Chair	Form G (prior to post-observation conference)
Summative Evaluation Conference	May	Evaluator	Form J (prior to summative conference)

Year 3: Below Proficient/PTN
Evaluation Timeline

Activity	Date	Person	Form
Collaboratively Selected Student Learning Objective	Oct.	Evaluator	Form B
Observation #1 (informal with post-conference)	Oct.	Evaluator	Form G (prior to post-observation conference)
Observation #2 (informal with post-conference)	Nov.	Department Chair	Form G (prior to post-observation assessment)
Observation #3 (formal with pre- and post-conference)	Dec.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation)

Activity	Date	Person	Form
			Form G (prior to post-observation conference)
Narrative reflection on the status of objectives	End of first Semester	Evaluator	Form I
Observation #4 (informal with post-conference)	Jan.	Evaluator	Form G (prior to post-observation conference)
Observation #5 (informal with post-conference)	Feb.	Department Chair	Form G (prior to post-observation conference)
Observation #6 (formal with pre-and post-conference)	Feb.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) Form G (prior to post-observation conference)
Observation #7 (formal with pre- and post-conference)	March	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) Form G (prior to post-observation conference)
Summative Evaluation Conference	April	Evaluator	Form J (prior to summative conference)

Year 4: Proficient
Evaluation Timeline

Activity	Date	Person	Form
Collaboratively Selected Performance Objective	Oct.	Evaluator	Form B
Observation #1 (formal with pre- and post-conference)	Oct.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) Form G (prior to post-observation conference)
Observation #2 (informal with post-conference)	Nov.	Department Chair	Form G (prior to post-observation conference)
Narrative reflection on the status of objectives	End of first semester	Evaluator	Form I
Observation #3 (informal with post-conference)	Dec.	Evaluator	Form G (prior to post-observation conference)
Observation #4 (informal with post-conference)	Feb.	Department Chair	Form G (prior to post-observation conference)
Observation #5 (informal with post-conference)	Feb.	Evaluator	Form G (prior to post-observation conference)
Observation #6 (informal with post-conference)	March	Department Chair	Form G (prior to post-observation conference)
Summative Evaluation Conference	May	Evaluator	Form J (prior to summative conference)

Year 4: Below Proficient/PTN
Evaluation Timeline

Activity	Date	Person	Form
Collaboratively Selected Performance Objective	Oct.	Evaluator	Form B
Observation #1 (formal with pre- and post-conference)	Oct.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) Form G (prior to post-observation conference)
Observation #2 (informal with post-conference)	Nov.	Evaluator	Form G (prior to post-observation conference)
Narrative reflection on the status of objectives	End of first semester	Evaluator	Form I
Observation #3 (informal with post-conference)	Dec.	Evaluator	Form G (prior to post-observation conference)
Observation #4 (informal with post-conference)	Feb.	Department Chair	Form G (prior to post-observation conference)
Observation #5 (formal with pre- and post-conference)	Feb.	Evaluator	Form E (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) Form G (prior to post-observation conference)
Observation #6 (informal with post-conference)	March	Evaluator	Form G (prior to post-observation conference)
Summative Evaluation Conference	April	Evaluator	Form J (prior to summative conference)

THE GUIDED GROWTH PHASE

Teachers considered in the Guided Growth Phase:

- Untenured beginning teachers in years 3 and 4; or
- Experienced teachers new to Woodstock Academy who were previously tenured in another Connecticut public school district within the last five years.

The purpose of the Guided Growth Phase is:

- To collect data in making a decision about tenure;
- To confirm a teacher's capacity to grow as an educator;
- To build a teacher's strengths and address any areas of weakness;
- To provide sufficient support so that a teacher can perform to his/her potential;
- To ensure quality instruction for students; and
- To determine contract renewal, (a mark of proficient does not guarantee renewal).

The basis for a teacher's performance when in the Guided Growth Phase is:

- Teacher's performance on a written definition of his/her professional position enumerating the general responsibilities and the specific tasks of that position;
- Woodstock Academy's goals and policies;
- Progress with Student Learning Objectives; and
  Written goals and/or job descriptions that link with The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or *the CCT Rubric for Effective Service Delivery of 2014*.

YEAR 3 REQUIRMENTS

Teachers considered in Year 3 are those teachers entering their third year as a teacher at Woodstock Academy who have completed any applicable TEAM requirements **or** entering their first year as a teacher at Woodstock Academy previously tenured in another Connecticut public school district within the past five years. The evaluation of teachers in this stage includes:

- A conference to review BONSAI and to develop student learning objectives in October;

- Submission of collaboratively determined student learning objectives to the evaluator by October 31.

- A scheduled informal observation with post-conference conducted by October 31.

- A narrative reflection on the status of objectives submitted to the evaluator by end of first semester (Form I).

- For those with a Proficient rating, two informal observations and 2 formal observations including post-conferences by April 30.

- For those with a Below Proficient rating or previously tenured in another school, two informal observations and three formal observations including pre- and post-

conferences by February 28.

- Annual Summative Evaluation Report by April 30.

- Minimum of one informal observation after March 30. This evaluation is not included in the current year summative evaluation report, but is carried over to year 4.

YEAR 4 REQUIREMENTS

Educators considered as Year 4 are teachers entering their fourth year as a teacher at Woodstock Academy or second year as a teacher at Woodstock Academy and previously tenured in another Connecticut public school district within the last five years. The evaluation of teachers in this stage includes:

- A fall conference to review BONSAI and develop Student Learning Objectives in Oct.

- Submission of collaboratively determined Student Learning Objectives by October 31.

- A narrative reflection on the status of objectives submitted by end of first semester (Form I).

- For those with a Proficient rating, two informal observations and one formal observation including post-conferences by April 30.

- For those with a Below Proficient rating, two informal observation and three formal observations including post-conferences by February 28.

- Annual Summative Evaluation Report by April 30.

CONTINUOUS PROFESSIONAL GROWTH PHASE

(This phase applies to tenured teachers who meet the *CCT* competencies.)

Activity	Date	Person	Form
2 Walk-throughs	Before the end of May	Evaluator	None
Collaboratively Selected Performance Objective	October	Evaluator	Form B
Complete Midterm reflection	By end of Semester 1	Evaluator	Form I
Formal Observation (with pre- and post-conference)	Prior to May 31st	Evaluator	**Form E** (2 days prior to observation) Teacher Assessment Form (2 days prior to observation) **Form G** (prior to post-observation conference)
Summative conference with evaluator	June	Evaluator	Form J

CONTINUOUS PROFESSIONAL GROWTH PHASE

Teachers considered in Continuous Professional Growth Phase:
- Certified teachers with tenure who consistently demonstrate competence as described in The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or *the CCT Rubric for Effective Service Delivery of 2014*.

The purpose of the Continuous Professional Growth Phase:
- To encourage teachers to take greater responsibility for their effectiveness and to become more self-reflective about their teaching practices and their impact on student learning (New, untried, and innovative ideas are encouraged.);
- To build a teacher's strengths and address any areas for growth; and
- To ensure quality instruction for students.

The basis for a teacher's performance when is Continuous Professional Growth Phase:
- Teacher's performance on a written definition of his/her professional position enumerating the general responsibilities and the specific tasks of that position;
- Woodstock Academy's goals and policies;
- Progress with Student Learning Objectives; and
- Written goals and/or job descriptions that link with The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or *the CCT Rubric for Effective Service Delivery of 2014*.

Professional Growth Requirements:

- Tenured teachers develop objectives on a tri-annual basis; SMART goals will be refined each year.

- A conference to review BONSAI and to develop/revise Student Learning Objectives and collaboratively establish further areas of support needed to achieve goal(s) with

evaluator in October.

- Submission of Student Learning Objectives by October 31.

- A narrative reflection on the status of objectives submitted by the end of the first semester (Form I) during a midterm conference.

- 1 Formal observation by May 31; 2 walk-throughs before the end of May.

- Annual Summative Evaluation and Conference with his/her evaluator by May 31.

- Teachers will continually collect and analyze student learning data to measure progress on goals and to assist with the formulation of new goals.

INTENSIVE SUPERVISION PHASE

(The Intensive Supervision Phase is for tenured teachers who are <u>not</u> demonstrating competence as described in *Connecticut's Common Core of Teaching*.)

Activities/Forms and Timelines

Intensive Supervision Notification Form (Form M)	Teacher must sign and return to evaluator within 5 school days
Action Plan (Form N)	Teacher and Evaluator develop within one week of formal notification
Mid-Cycle Evaluation (Form O)	45 days after start of cycle
Summary Report (Form P)	Teacher completes part A and submits to Evaluator prior to the end of the cycle conference

INTENSIVE SUPERVISION PHASE

This phase is for tenured teachers who are experiencing significant difficulty in performing their job responsibilities. It is important to understand that the intent of the evaluation process is to improve student learning. When a teacher is experiencing difficulty consistently demonstrating competence as described in The *Common Core of Teaching (CCT) Rubric for Effective Teaching or in the CCT Rubric for Effective Service Delivery of 2014*, s/he will be assigned to Intensive Supervision. The purpose of this phase of evaluation is to provide additional support and guidance to teachers with identified weaknesses in order to improve performance. Teachers assigned to Intensive Supervision will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the teacher in meeting competence requirements. The evaluator is to offer reasonable assistance so that the teacher can improve his/her performance in the areas that were considered unsatisfactory. The assistance may include, but is not limited to, positive suggestions, resource materials, referral to other individuals, peer coaching, assignment of a mentor, a review of lesson plans, a review of teacher's daily reflections, additional professional development activities, and/or regular meetings with the evaluator. A time frame that allows the teacher adequate opportunity to improve his/her performance must be stated.

The evaluator will advise the teacher that the Intensive Supervision Phase, while designed to improve performance, does carry the possibility of termination of employment if unsuccessful.

Step 1 – Notification

If an evaluator has concerns about a teacher's performance and feels the teacher needs greater support to be successful, the evaluator will notify the teacher that s/he is being placed on the Intensive Supervision Phase. This notification can occur at any point in the school year and will be both verbal and written. The notification will clearly and specifically describe the areas of concern that have prompted the administrator to put the teacher on Intensive Supervision. The evaluator will advise the teacher that failure to successfully complete the Intensive Supervision Phase can result in termination of employment. The evaluator will advise the Headmaster when a teacher is placed on Intensive Supervision. Initial placement on Intensive Supervision will be for 90 school days. Teachers placed on Intensive Supervision may request assistance from the teacher's bargaining agent.

Appeal Process

If a teacher believes that the evaluator has placed the teacher in this phase for arbitrary or capricious reasons, then the teacher may appeal the decision to the Headmaster (or designee) by filing a written appeal within five school days of being informed of the decision. The Headmaster (or designee) shall make the final and binding decision in this matter within 30 school days of the filing of the appeal.

Step 2 – Action Planning

The teacher and the evaluator will develop a plan of action that incorporates teacher and evaluator input. This plan will identify the support and resources necessary to assist the teacher in improving performance in the areas cited in the written/verbal of Step 1. This plan will include:

- Evidence of need: specific areas that need improvement supported by the CCT;
- A clear identification of expected levels of performance that the teacher must achieve to demonstrate the s/he is competent in the area(s) that were considered unsatisfactory;
- A schedule of classroom observations (both formal and informal), at least once every 15 school days;
- A planned interim conference to be held mid-cycle (after 45 days);
- A timeline for meeting minimum performance expectations which allows the teacher adequate opportunity to improve;
- Strategies for resolution of the problem/need; and
- Type of assistance to be provided.

Step 3 – Evaluation
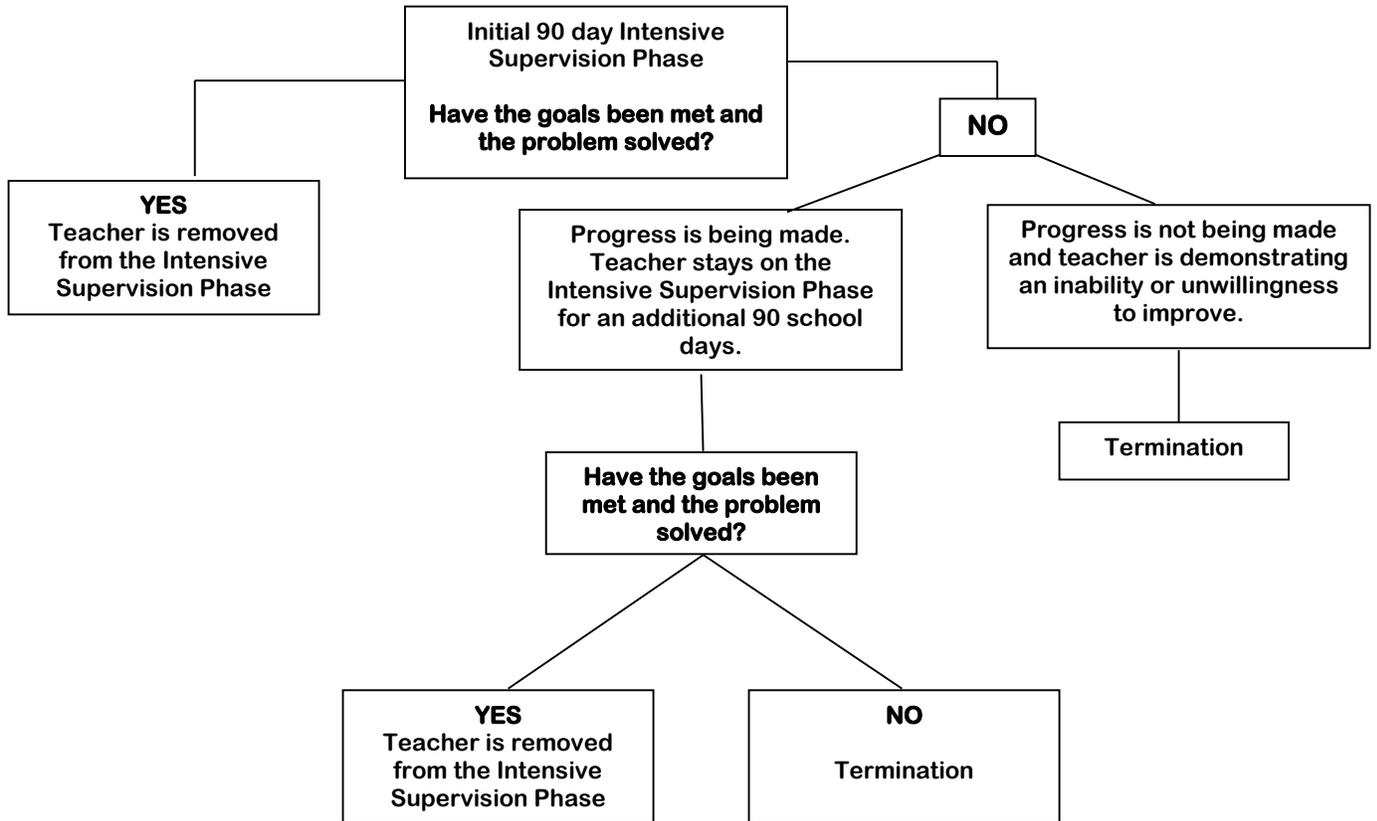**Some improvement shall be immediately observable.**

Evidence of progress will be documented in writing through one or more of the following:

- Pre- and post-observation reports;
- Unit plans, lesson plans, and teaching reflections;
- Analysis of progress toward Student Learning Objectives;
- Analysis of student work; and/or
- Analysis of assessment tools.

At the conclusion of the 90-school day Intensive Supervision Phase, the evaluator will review progress made by completing a Summary Report and make one of the following recommendations to the Headmaster:

- **Problem/need resolved.** Teacher is removed from the Intensive Supervision Phase and returned to the Continuous Professional Growth Phase.
- **Teacher is making progress, but has not yet addressed all concerns/needs.** Teacher remains on Intensive Supervision for an additional 90 school days.
- **Teacher is not making progress and is demonstrating an inability or unwillingness to improve.** The termination process may be initiated.

INTENSIVE SUPERVISON PHASE FLOW CHART

Initial 90 day Intensive Supervision Phase

Have the goals been met and the problem solved?

NO

YES
Teacher is removed from the Intensive Supervision Phase

Progress is being made. Teacher stays on the Intensive Supervision Phase for an additional 90 school days.

Progress is not being made and teacher is demonstrating an inability or unwillingness to improve.

Termination

Have the goals been met and the problem solved?

YES
Teacher is removed from the Intensive Supervision Phase

NO

Termination

CATEGORY #2: Peer Feedback (10%)

Feedback from peers will be used to help determine the remaining 10% of the Teacher Practice Score. A peer must be a certified staff member. Teachers will be allowed to select their peer evaluator, but must have three different peer evaluators in their three-year rotation. No teacher shall be required to complete more than 3 evaluations for his/her peers in a school year.

Capturing Peer Feedback
A Peer evaluator, using The *Common Core of Teaching (CCT) Rubric for Effective Teaching* or *the CCT Rubric for Effective Service Delivery of 2014*, *will document an observation of practice and provide a written summary of findings and rating using the Peer Feedback Form. Discussion of this feedback will be discussed at the Midterm or Summative Conference.*

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

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

STUDENT OUTCOME INDICATORS

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

Overview of Student Learning Objectives (SLOs)
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. The block schedule used at Woodstock Academy creates some challenges for setting SLOs that will be evaluated annually. As such, teachers are recommended to select SLOs that are specific to the students being taught first semester and transferable to those students being taught in the second semester. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account.

Student Learning Objectives in BONSAI will support teachers in using a planning cycle that will be familiar to most educators:

- SLO Phase I: Learn about this year's students
- SLO Phase 2: Set goals for student learning
- SLO Phase 3: Monitor students' progress
- SLO Phase 4: Assess student outcomes relative to goal

The four SLO steps are described in detail below:

SLO Phase 1: Learn about this year's students	This first step is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades,

benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal- setting in the next phase.

SLO Phase 2: Set 1 SLOs (goals for learning)	Each teacher will write a minimum of ONE Student Learning Objectives (SLO(s)). • Teachers whose students take a standardized assessment will create one SLO based on standardized indicators. • All other teachers will develop ONE SLOs based on non-standardized indicators.

BONSAI uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **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 state-wide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

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

Step 1: Decide on the Student Learning Objectives
The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning and should be aligned to relevant state, national (e.g. Common Core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery or it might aim for skill development.

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

The following are examples of Student Learning Objectives based on student data:

Teacher Category	Student Learning Objective
Tenth Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

Twelfth Grade English	My students will show improvement in their explication writing skills.

Step 2: Select Measure of Academic Growth and Development (MAG)
Measure of Academic Growth and Development (MAG) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. If only submitting one SLO, multiple MAGs must be used in the evaluation of the goal. All MAGs will be developed through mutual agreement by each teacher and his/her evaluator at the beginning of the school year (or mid-year for second semester courses).

Each measure should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. A measure can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/MAGs.

Measures of academic growth and development should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:
    1. Fair to students -
        The indicator of academic growth and development is used in such a
        way as to provide students an opportunity to show that they have met or are making
        progress in meeting the learning objective. The use of the indicator of academic growth
        and development is as free as possible from bias and stereotype.
    2. Fair to teachers -
        The use of an indicator of academic growth and development is fair when a teacher
        has the professional resources and opportunity to show that his/her students have
        made growth and when the indicator is appropriate to the teacher's content,
        assignment and class composition.
    3. Reliable –
        Use of the indicator is consistent among those using the indicators and over
        time.
    4. Valid -
        The indicator measures what it is intended to measure.
    5. Useful -
        The indicator may be used to provide the teacher with meaningful feedback
        about student knowledge, skills, perspective and classroom experience that may be
        used to enhance student learning and provide opportunities for teacher professional
        growth and development.

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

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 10th grade science teachers may use the same CAPT assessment as their MAG, but their performance target and/or the proportion of students expected to achieve proficiency would likely vary among the teachers.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO- Standardized MAG(s)

Teacher Category	Student Learning Objective	Measure of Academic Growth and Development (*at least one is required*)
Tenth Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the Proficient or higher level on the science CAPT in March of this academic year.
Twelfth Grade	My students will show improvement in their explication writing skills.	1. 80% of the 22 students will achieve a score of 3 or higher on the AP test in May of this academic year.

Sample SLO-Non-Standardized MAG(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (*at least one is required*)
Eleventh Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:
- The rationale for the objective, including relevant standards;
- Any important technical information about the indicator evidence (like timing or scoring plans);
- The baseline data that was used to set each MAG;
- Interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and

- Any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The target for completing this process is October 15; it must be completed by November 15.

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

SLO Approval Criteria

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

SLO Phase 3: Monitor students' progress

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

SLO Phase 4: Assess student outcomes relative to SLOs

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

1. Describe the results and provide evidence for each indicator.

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

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to 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 indicator, the evaluator may score each indicator separately 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.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, 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 and discussed with teachers during the end-of-year conference.

> NOTE: For SLOs that include an indicator based on state standardized tests, 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 tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non- standardized indicators.

> However, once the state test evidence is available, the evaluator is required to 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 (see scoring section). See Summative Teacher Evaluation Scoring for details.

CATEGORY #4: Whole-School Student Learning Indicator.

Woodstock Academy's Whole-school Student Learning Indicator will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation. For years in which the SPI is unavailable, a teacher's indicator ratings shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

Additionally, when the SPI is unavailable, student feedback/input may be collected to determine the Whole-school student-learning indicator. When collecting data through surveys, the following conditions must be used:
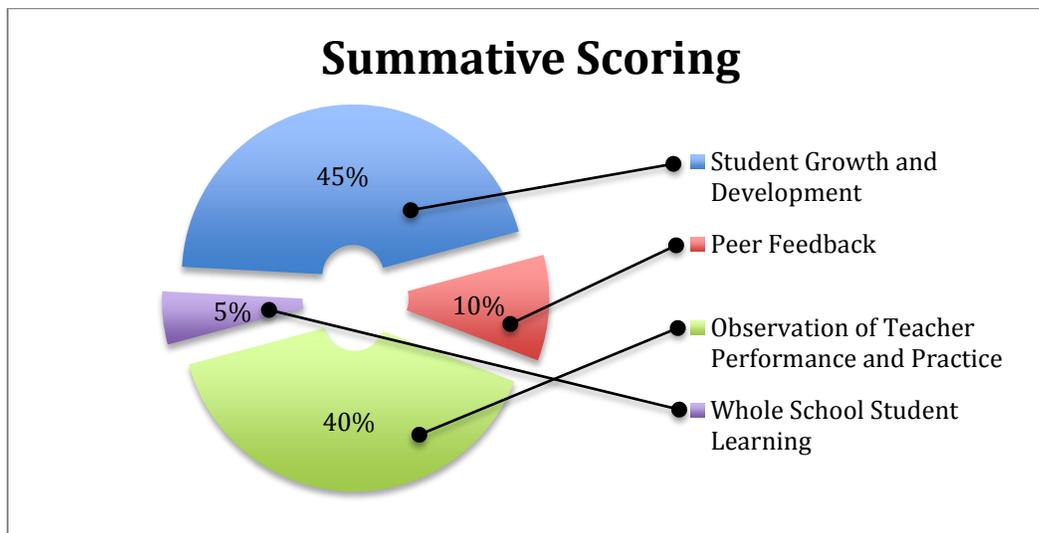
1. Student responses must be anonymous.
2. Surveys must demonstrate properties of fairness, reliability, validity and usefulness.
3. School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.
4. An age-appropriate student survey must be administered to each student. Both the language used in the survey and the administration protocol (e.g., paper or on-line; read by student or read by an adult) shall be appropriate for the grade level.
5. Results from surveys addressed by teachers should align with student learning goals.
6. For whole-school student surveys, ratings may be based on one of two options:
   a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results;
       or
   b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.
7. Teacher ratings in this area may be based on a teacher's improvement in performance goals based on student feedback or on the criteria found in Domain 6 (Professional Practice) of the Common Core of Teaching. See appendix for details.

Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students. The whole-school student learning indicators rating or student feedback rating shall be among four performance levels.

Summative Teacher Evaluation Scoring

Summative Scoring

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

Summative Scoring

Pie chart legend:
- 45% — Student Growth and Development
- 10% — Peer Feedback
- 40% — Observation of Teacher Performance and Practice
- 5% — Whole School Student Learning

Every educator will receive one of four performance ratings:

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

The term "performance" in the above rating definitions shall mean "progress as defined by specific indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

The rating will be determined using the following steps:

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

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of Teacher Performance and Practice score with the Peer Feedback score. The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

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

**Rating
Table**

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

2) Calculate a Student Outcomes Related Indicators rating by combining the Student Growth and Development score with Whole-school Student Learning or score. The student growth and development category counts for 45% of the total rating and the whole-school student learning counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

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

**Rating
Table**

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

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. 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 focus areas are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Summative Rating Matrix		**Teacher Practice Related Indicators Rating**			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Student Outcomes Related Indicators Rating	**Exemplary**	Exemplary	Exemplary	Proficient	*Gather further information*
	Proficient	Proficient	Proficient	Proficient	*Gather further information*
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

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

Definition of Effectiveness and Ineffectiveness

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

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

Dispute Resolution Process

A panel, composed of three individuals (a member selected by the Headmaster/designee, a member selected by administrator, and a neutral third person mutually agreed upon by the Headmaster/Designee and administrator), shall resolve disputes where the administrator and Headmaster cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, professional development plan, or final summative rating. Resolutions must be topic-specific and timely. The designated committee shall reach a unanimous decision.
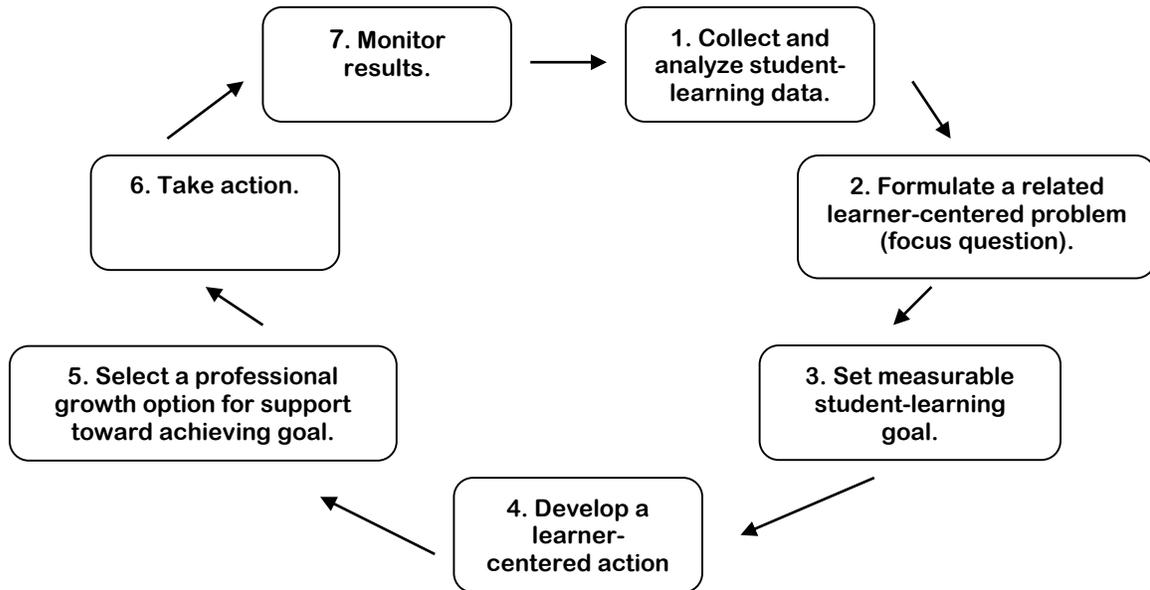
Data Collection and Analysis

Teachers will collect data on an ongoing basis to assess student learning. Any good assessment requires the use of data, even the use of multiple source data. An analysis of the data will provide direction for future instruction.

The collection and analysis of data is an expectation for all components of the evaluation process and can be done independently or as a member of a collegial group. Analysis of the data may incorporate such tools as graphic organizers, graphs, and the use of statistics to determine patterns and trends. It is expected that when the data indicates that learning is deficient in some way or that learning experiences are not sufficiently challenging for students, the teacher seeks to identify adjustments in the type of learning opportunities that could be offered to enhance learning. These might include adjustments in teaching strategies, types of groupings, additional classroom experiences, or assessment strategies.

Teachers will collect and analyze student-learning data to:
- Determine an area of need for professional growth;
- Assess the effectiveness of instruction; and
- Improve student learning.

Collaborative Inquiry into Student Learning

Adapted from *Using Data-Getting Results*
Nancy Love, 2001

Data Sources

A teacher may choose to gather information in order to determine the evidence of need on his/her Professional Growth form, and to measure student learning through:

- Pre- and post-assessment measures;
- Observations – teacher/student interaction;
- Interviews/questionnaires;
- Standardized/teacher-made tests;
- Feedback instruments;
- Self-analysis of teaching videotapes;
- Work samples;
- Teacher portfolio;
- Educational research findings;
- Practice-CAPT/ CAPT scores;
- Parent and/or student surveys;
- Lesson plans;
- Teacher-made assessments;
- Curriculum-based assessments;
- Formal observations;
- Teaching artifact collection (evidence of how teacher meets teaching standards);
- Student/teacher journals;
- Student work/achievement/projects/performances;

- Teacher interviews/questionnaires;
- Peer observation and conferences;
- Study group feedback;
- Student portfolios;
- Student learning logs; and/or
- Other relevant sources.

Data Analysis

Methods of analyzing the data collected that focus on student learning include:

- Look for patterns in data/feedback/observation;
- Organize and reflect on notes from questionnaires/interviews;
- Graphic organizers/rubrics;
- Graphs/learning curves;
- Statistics/tallies;
- Categorizing, finding themes; and/or
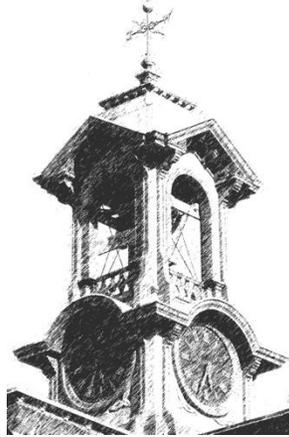- Developmental timelines.

Administrative Use of the Performance Data of Teachers

Prior to the conclusion of each year, all administrators will examine and reflect upon teachers' performance data as a whole. This reflection will generate identified strengths and weaknesses for the school as a whole. The identified areas of growth will be shared with the Teaching and Learning Committee as points for consideration when developing both short- and long-term evaluation-informed professional learning plans, career development and growth plans, and school-side improvement and remediation plans.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. Members of the Woodstock Academy Administration will utilize the training opportunities provided by The Connecticut State Department of Education through EastConn so that they have a full understanding of the design of the evaluation system, the Framework for Teaching, the observation process, Student Learning Objectives, Indicators of Academic Growth and Development, and Support and Development for Teachers. Each administrator will participate in an initial training program and annual refresher courses (which include a proficiency exercise), as they are available. Administration must achieve a rating of Proficient in the evaluation training. The Headmaster will provide additional assistance to those administrators falling below the Proficient rating. All evaluators will participate twice a year in a professional development session that is focused on calibrating the evaluation process among the administrative team and with the state standards. The Headmaster will monitor and periodically review the evaluation process to ensure fairness and accuracy.

Evaluation of Administration

ADMINISTRATOR EVALUATION COMPONENTS

I. **Forty-five percent (45%) of an administrator evaluation shall be based on the attainment of multiple indicators of student learning.**

- One half (or 22.5%) of an administrator's evaluation shall be based only on student performance and/or growth on **the state test for core content areas that are part of the state's approved accountability system. This must include:**
  - o **School Performance Index (SPI) from year to year;**
  - o **SPI performance for student subgroups**
- For the other half (22.5%) of an administrator's evaluation shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades NOT assessed on the state-administered tests.
  - o Administrators MUST include: the cohort graduation rate and extended graduation rate.
  - o For all administrators, selected indicators must be relevant to the student population served, and may include:
    - ▪ Student performance or growth on state administered tests not included in state accountability measures (e.g. AP examinations, commercial content area assessments, etc.)
    - ▪ Students' progress toward graduation in the school, using strong predictive indicators, such as 9th and/or 10th grade credit accumulation, and/or the percentage of students that pass 9th and 10th grade subjects associated with graduation requirements.
    - ▪ Other indicators proposed by the district may focus on student results from a subset of teachers, grade levels, or subjects, consistent with their job responsibilities.
- Should the School Performance Indicator be unavailable, 45% of an administrator's evaluation shall be based on at least two locally determined indicators of learning, as least one of which must include student outcomes from subjects and/or grades NOT assessed on state-administered tests.

Administrators and the Headmaster may craft mutually agreed-upon student learning objectives specific to that administrator. The Woodstock Academy must collect adequate information on any chosen indicator to make a fair judgment about whether the administrator met the established goal. When setting targets or objectives, the Headmaster or designee must include a review of relevant student characteristic (e.g., mobility, attendance, demographic and learning characteristics). The Headmaster and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance targets.

II. **Forty percent (40%) of an Administrator's evaluation shall be based on observation of leadership practice and performance.**

A.   Ratings must be based on evidence collected about leadership practice as described in the Common Core of Leading standards, using the *Leader Evaluation Rubric.*

B.   The Associate Headmaster must weigh the Teaching and Learning Standard at least twice as much as any other standard. The other standards of practice must have a weight of at least 5% of the overall evaluation.

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A Dean's or a Director's rating must be based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards. It must include all six standards and weight each of them at least 5% of the overall evaluation of practice. The weighting of standards may be different for each Dean or Director, but the weights must be established by the Headmaster as part of the goal setting conference at the start of the school year.

Performance ratings that the Headmaster or designee makes are based on the following criteria:

- It is aligned to the Common Core of Leading: Connecticut School Leadership Standards.
- It clearly distinguishes among at least four levels of performance.
- It clearly identifies administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations.

In rating administrators against the *Leader Evaluation Rubric* the Headmaster must identify a performance rating with written evidence to support the rating for each leadership standard; further, the Headmaster must identify the strengths and growth areas of the administrator.

The Headmaster or designee shall provide feedback on administrator performance at least, but not limited to, in the mid-year conference and end-of-year conference. It is recommended that such feedback be provided as soon after an observation as is practical.

III. **Five percent (5%) of an administrator's evaluation shall be based teacher effectiveness outcomes.**

Acceptable measures include:

- Improving the percentage of teachers who meet the student learning objectives outlined in their performance evaluations.
- Other locally determined measures of teacher effectiveness.
- Measures of teacher effectiveness shall focus only on those teachers for whom he/she is responsible for evaluating.

IV. **Ten percent (10%) of an administrator's summative evaluation shall be based on stakeholder feedback on areas of leadership and/or school practice described in the Connecticut Leadership Standards.**

Stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The instrument(s) selected for gathering feedback must be valid and reliable.

Focus groups, interviews, teacher-level surveys, or other methods may be used to gather stakeholder feedback as long as these methods meet the above definitions of valid and reliable.

More than half of the rating of an Associate Headmaster on stakeholder feedback must be based on an assessment of improvement over time.

ADMINISTRATOR EVALUATION PROCESS

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

A.   **Goal-setting /Evidence Collection:**
Timeframe: Target of October 15th; Must be completed by November 15th.

1. **Orientation on process** – To begin the process, the Headmaster or designee provides the administrator with materials outlining the evaluation process and other information as appropriate and meets and reviews these materials.

2. **Goal-setting conference** – At the start of the school year, the Headmaster or designee and administrator meet to discuss information relevant to the evaluation process and agree on the specific measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The Headmaster and administrator also identify focus areas for the development of administrator practice aligned to the CT School Leadership Standards.

3. **Evidence collection and review –** The administrator collects evidence about his/her practice and the Headmaster or designee collects evidence about administrator practice to support the review.
The Headmaster must conduct at least two observations for any administrator and should conduct at least four observations for administrators who are new to the school, profession, or who have received ratings of developing or below standard.

B.   **Mid-year check-ins:**
Timeframe: January & February

The Headmaster or designee and administrator will hold at least one mid-year check-in. Evaluators and administrators will review progress toward the student learning targets during the school year, using available information, including agreed upon indicators, as well as any areas of performance related to standards of performance and practice.

C.   **End-of-year summative review**:**
Timeframe: June

1. Administrator self-assessment - The administrator reviews all information and data collected during the year and completes a self-assessment for review by the Headmaster or designee. This self-assessment may focus specifically on the areas for development established in the Goal-Setting conference.

2. <u>End-of-year conference</u> - The Headmaster or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the Headmaster assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

(** Summative rating revisions – After all data, including state test data, are available, the Headmaster or designee may adjust the summative rating if the state test data may have a significant impact on a final rating. A final rating may be revised when state test data are available, and must be completed before September 15 of a school year.)

EVALUATION: 4-LEVEL MATRIX RATING SYSTEM

I. Annual summative evaluations provide each administrator 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 rating definitions shall mean "progress as defined by specific indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

II. In order to determine summative rating designations for each administrator, the Headmaster shall:

A. Rate administrative performance in each of four categories:
1. Multiple indicators of leadership skills;
2. Observations of administrator performance and practice;
3. Stakeholder feedback, which may include surveys; and
4. Teacher effectiveness outcomes.

B. Combine the multiple indicators of leadership skills (item A.1, above) with teacher effectiveness outcomes rating (item A.4, above), into a single rating taking into account their relative weights; this will represent an overall "outcomes rating" of Exemplary, Proficient, Developing, or Below Standard.

C. Combine the observations of administrator performance and practice rating (item A.2, above) with the stakeholder feedback rating (item A.3, above) taking into account their relative weights; this will represent an overall "practice rating" of Exemplary, Proficient, Developing, or Below Standard.

D. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, the Headmaster must assign a summative rating category of Exemplary, Proficient, Developing, or Below Standard.

Headmaster Use of the Performance Data of Administrators

Prior to the conclusion of each year, the Headmaster will examine and reflect upon the administrators' performance data as a whole. This reflection will generate identified strengths and weaknesses for the administration as a whole. The identified areas of growth will be shared with the Teaching and Learning Committee as points for consideration when developing both short- and long-term evaluation-informed professional learning plans, career development and growth plans, and school-side improvement and remediation plans.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

The Headmaster is required to complete extensive training on the evaluation model. The Headmaster will utilize the training opportunities provided by The Connecticut State Department of Education through EastConn so that he/she has a full understanding of the design of the evaluation system, the Framework for Teaching, the observation process, Student Learning Objectives, Indicators of Academic Growth and Development, and Support and Development for Administrators. The Headmaster will participate in an initial training program and annual refresher courses (which may include an optional proficiency exercise), as they are available.

Dispute Resolution Process

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 may be made by the Headmaster. Should disputes arise about the process or final ratings, a panel, composed of three individuals (a member selected by the Headmaster/designee, a member selected by administrator, and a neutral third person mutually agreed upon by the Headmaster/Designee and administrator), shall resolve disputes where the administrator and Headmaster cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, professional development plan, or final summative rating. Resolutions must be topic-specific and timely. The designated committee shall reach a unanimous decision.

Career Development and Professional Growth

Woodstock Academy is committed to developing the capacity of all administrators. As such, it will provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observation of peers; mentoring/coaching 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 for their peers; differentiated career pathways; and, targeted professional development based on areas of need.

Improvement and Remediation Plan

Any administrator whose performance is Below Standard shall be placed on the Intensive Supervision Plan articulated in the faculty evaluation plan. Administrators performing at the Developing Level will meet with the Headmaster at the beginning of the year to create an individualized learning and growth plan. This plan will include measurable growth objectives and specific timelines for improvement. The Headmaster and administrator will meet bi-monthly to

review progress until sufficient improvement is made, or until the Headmaster recommends placing the administrator on an Intensive Supervision Plan.

Definition of Effectiveness/Ineffectiveness

Novice administrators shall generally be deemed effective if said educator receives at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "proficient" ratings in years three and four. The Headmaster shall offer a contract to any educator he/she is deeming effective at the end of year four, or at the time of achieving tenure. This shall be accomplished through the specific issuance of that effect.

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

Appendix

Teacher:	Date:	Grade:
Course:	Department:	

FORM B
Part I: To be completed by teacher

SLO Focus Statement
What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

Baseline – Trend Data
What data were reviewed for this SLO? How does the data support the SLO?

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

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

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

Assessments
How will you measure the outcome of your SLO?

Measures of Academic Growth (MAG)
What are the quantitative targets that will demonstrate achievement of the SLO?

Instructional Strategies
What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?

Does not meet	Meets partially	Meets or exceeds	SLO Development Checklist
			SLO Focus Statement *What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?*
			SLO focus statement describes a goal for student learning and expected student improvement.
			Reflects high expectations for student improvement and aims for mastery of content or skill development.
			Is tied to the school improvement goals.
			Baseline – Trend Data *What data were reviewed for this SLO? How does the data support the SLO?*
			Identifies *source(s)* of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
			Summarizes student data to *demonstrate specific student need* for the learning content tied to specific standards *(including strengths and weaknesses)*
			Student Population *Who are you going to include in this objective? Why is this target group/student selected?*
			Justifies why this class and/or targeted group was selected, *as supported by data comparing the identified population of students to a broader context of students* (i.e., other classes, previous year's students, etc.)
			Describes characteristics of student population *with numeric specificity* including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities…)
			Includes a large proportion of students including specific target groups where appropriate
			Standards and Learning Content *What are the standards connected to the learning content?*
			SLO is a goal for student learning that identifies *big and core* ideas, domains, knowledge, and/or skills students are expected to acquire *for which baseline data indicate a need*
			Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)
			Interval of Instruction *What is the time period that instruction for the learning content will occur?*
			Specifies *start and stop dates* which includes the majority of the course length
			Assessments *How will you measure the outcome of your SLO?*
			Identifies *by specific name* the pre-assessments, post-assessments, and/or performance measures
			Aligns *most* of the assessment items or rubric criteria to the learning content tightly
			Assessment or performance measure is designed to assess student learning objectively, without bias, and includes plans for standardized administration procedures

			Includes *a majority* of constructed-response items *and* higher order thinking skills
			Performance measures allow all students to demonstrate application of their knowledge/skills
			Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items
Measures of Academic Growth (MAG) *What are the quantitative targets that will demonstrate achievement of the SLO?*			
			Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and *meets* or *exceeds* school expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)
			Baseline and trend data support established targets.
			Growth targets are based on state or national test data where available.
Instructional Strategies *What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?*			
			Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction
			States how formative assessments will be used to guide instruction
			Identifies professional learning/supports needed to achieve the SLO
			Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO
			Overall Rating for SLO

Approval Page

This SLO is approved for implementation:

Evaluator Signature _____ **Date** _____

Teacher Signature _____**Date** _____

Evaluator Comments:

Teacher Comments:

INFORMAL OBSERVATION REPORT

Teacher: **Dept. Chair/Evaluator:** Holly G. Singleton
Department: **Grade/Level/Class:**
The Big Idea/Major:
Length of Observation: **Date of Observation**:
Date of Post-Conference (if applicable): N/A

Evidence of Teacher Performance & Practice:

CCT		Evidence	Rating*
1.a	**Creating a positive learning environment that is responsible to and respectful of the learning needs of students.**	**Rapport and positive social interactions:** **Respect for student diversity:** **Environment supportive of intellectual risk:** **High expectations for student learning:**	
1.b	**Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**	**Communicating, reinforcing, and maintaining appropriate standards of behavior:** **Promoting social competence and responsible behavior:**	
1.c	**Maximizing instructional time by effectively managing routines and transitions**		
3.a	**Implementing instructional content for learning**	**Instructional purpose:** **Content accuracy:** **Content progression and level of challenge:** **Literacy Strategies:**	
3.b	**Leading students to construct new learning through use of a variety of differentiated and evidence-based learning strategies**	**Strategies, tasks, and questions:** **Instructional resources and flexible groupings:** **Student responsibility and independence:**	

3.c	Assessing student learning, providing feedback to students and adjusting instruction	**Criteria for student success:**	
		Ongoing assessment of student learning:	
		Feedback to students:	
		Instructional adjustment:	
4.a	(With a post-conference) Engaging in continuous professional learning to impact instruction and student learning.	N/A	

* Ratings will include: Below Standard, Developing, Proficient, and Exemplary and will based up the *Common Core of Teaching (CCT) Rubric for Effective Teaching.*

Teacher Signature _____**Date:**_____

Dept. Chair/Evaluator
Signature _____**Date:**_____

Formal Observation Report

Teacher: **Evaluator:** Holly Singleton
Department: **Grade/Level/Class:**
Length of Observation: **Date of Observation:**

Pre-Observation Data:

CCT		Evidence	Rating*
2.a	Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students	**Content of lesson plan is aligned with standards:** **Lesson plan is appropriate to sequence of lessons and appropriate level of challenge:** **Use of data to determine students' prior knowledge and differentiation based on students' learning needs:** **Literacy strategies:**	
3.b	Planning instruction to cognitively engage students in the content area	**Strategies, tasks, and questions cognitively engage students:** **Instructional resources and flexible groupings support cognitive engagement and new learning:**	
3.c	Selecting appropriate assessment strategies to monitor student progress.	**Criteria for student success:** **Ongoing assessment of student learning:**	

Evidence of Teacher Performance & Practice:

CCT		Evidence	Rating*
1.a	Creating a positive learning environment that is responsible to and respectful of the learning needs of students.	**Rapport and positive social interactions:** **Respect for student diversity:** **Environment supportive of intellectual risk:** **High expectations for student learning:**	
1.b	Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	**Communicating, reinforcing, and maintaining appropriate standards of behavior:** **Promoting social competence and responsible behavior:**	

1.c	**Maximizing instructional time by effectively managing routines and transitions**		
3.a	**Implementing instructional content for learning**	<u>**Instructional purpose:**</u> <u>**Content accuracy:**</u> <u>**Content progression and level of challenge:**</u> <u>**Literacy Strategies:**</u>	
3.b	**Leading students to construct new learning through use of a variety of differentiated and evidence-based learning strategies**	<u>**Strategies, tasks, and questions:**</u> <u>**Instructional resources and flexible groupings:**</u> <u>**Student responsibility and independence:**</u>	
3.c	**Assessing student learning, providing feedback to students and adjusting instruction**	<u>**Criteria for student success:**</u> <u>**Ongoing assessment of student learning:**</u> <u>**Feedback to students:**</u> <u>**Instructional adjustment:**</u>	
	POST OBSERVATION DATA:		
4.a	**(With a post-conference) Engaging in continuous professional learning to impact instruction and student learning.**		

* Ratings will include: Below Standard, Developing, Proficient, and Exemplary and will based up the *Common Core of Teaching (CCT) Rubric for Effective Teaching.*

Teacher Signature _____**Date:**_____

Dept. Chair/Evaluator
    Signature _____**Date:**_____

Pre-Observation Form

Teacher: Date of Observation:
Department: Grade/Level/Class:

Directions: This plan should be completed and emailed to the evaluator at least 24 hours prior to the pre-observation conference and the formal observation. It is not necessary to use this form for every day planning purposes.

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

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

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

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

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

6. Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? *Attach a copy of any assessment materials you will use, along with the assessment criteria*. What data or evidence of student learning will be collected through the assessment?

7. Materials: List the materials you will use in each learning activity, including any technological resources.

8. Lesson Development/Instructional Strategies:
- Identify the instructional grouping(s) (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

- Describe what instructional strategies you will use , and the learning activities in which the students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

9. Students Needing Differentiated Instruction:

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

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

A. Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or groups	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support the each student's learning?

B. Which students will need opportunities for enrichment/higher level of challenge?		
Student initials or groups	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support the each student's learning?

Pre-Observation Conference

Directions: These questions should be asked of the teacher before the observation based on the plan received prior to the observation.

1. Will you be implementing the plan you submitted or has it changed?

2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?

3. On what assessment data/evidence did you base your determination or prior or present level of knowledge and skills for the class versus those needing differentiation?

4. Do you anticipate any student misconceptions, misunderstandings or challenges?

5. How do you know that the strategies/tasks/questions are appropriately challenging for the students? How will students be engaged in problem-solving or critical thinking?

6. How did you decide upon the lesson-based assessment strategies you will use?

Post-Observation Form

Teacher: **Date of Observation:**
Department: **Grade/Level/Class:**

Directions: This reflection may be completed and provided to the evaluator prior or recorded with the evaluator during the post-observation conference.

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

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

3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment data do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the post-observation conference.)

4. In the pre-conference you identified students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.

5. What have you learned from this lesson or others that will 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?

6. As you reflect on your overall instruction and student learning, what have you identified as areas for your professional growth to support student learning?

Peer Observation Form

Your Name:_____Teacher observed: _____

Class Observed:_____Date of Observation:_____

Feedback from peers will be used to help determine the remaining 10% of the Teacher Practice Score. A peer must be a certified staff member. Teachers will be allowed to select their peer evaluator, but must have three different peer evaluators in their three-year rotation. No teacher shall be required to complete more than 3 evaluations for his/her peers in a school year.

Questions:
1. **What were the students doing during the lesson?**

2. **What were the most effective aspects of the lesson you observed?**

3. **What are some teaching strategies that you could incorporate into your own classes?**

4. **What evidence was provided to show growth towards attainment of goals?**

5. **Areas in need of further development/growth as related to the *CCT*:**

6. **Peer Rating: The Peer Feedback rating should reflect the degree to which a teacher successfully reached his/her lesson objective**

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

7. **Comments (optional):**

PLEASE SEND A COPY OF THIS FORM TO THE EVALUATOR OF THE TEACHER THAT WAS OBSERVED.

Professional Growth Plan
Mid-Year Report

Teacher: Date:
Evaluator: School Year:

REFLECTIONS:

Student Outcome Related Indicators: Student Learning Objectives
Please provide the following information for each completed SLO or for SLOs in progress. Attach supporting documents as necessary.

- Describe the students' progress toward the MAGS (Measures of Academic Growth) you set for the students' learning this year?

- What evidence/data do you have to support your thinking about student progress?

- Did some students demonstrate more progress than others?

- Describe what you have to celebrate. What might explain the successes you've documented?

- Describe your challenges. What might explain slower progress than you expected?

[ ]

- Based on your current review of the student progress, what are your plans for achieving your goals by the end of the year? (ONLY FOR TEACHERS WITH YEAR-LONG GOALS)

[ ]

- What additional supports do you need to ensure that you are successful with all your students? (ONLY FOR TEACHERS WITH YEAR-LONG GOALS)

[ ]

EVALUATOR'S Comments/Feedback:

[ ]

SLO GOAL #1 (Administrator will complete)

Exceeded the Goal	Met the Goal	Partially Met Goal	Did NOT Meet Goal	Not Applicable

SLO GOAL #2 If appropriate (Administrator will complete)

Exceeded the Goal	Met the Goal	Partially Met Goal	Did NOT Meet Goal	Not Applicable

Student Outcome Related Indicators: Whole‑School Student Learning Indicator

Please provide the following information. Attach supporting documents as necessary.
There will be no rating for this component until the completion of the school year.

- Describe student progress as it relates to the whole school student learning indicator goal.

> (empty box)

- What steps did you take to meet this goal? What steps did you take for those students who had difficulties in making this goal?

> (empty box)

EVALUATOR'S Comments/Feedback:

> (empty box)

Teacher Practice Related Indicators: Observation of Practice

Please provide the following information. Attach supporting documents as necessary.

- Describe your learning relative to your performance and practice area of focus

> (empty box)

- 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?

> (empty box)

EVALUATOR'S Comments/Feedback:

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Teacher Practice Related Indicators: Peer Feedback

Please provide the following information. Attach Peer Observation Form and supporting documents as necessary. This component will only be scored if completed. It will be marked "not applicable" if the peer observation has been scheduled for semester 2.

- Based on your Peer Observation Feedback, what changes have you made to your teaching style or instruction?

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EVALUATOR'S Comments/Feedback

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PEER OBSERVATION & FEEDBACK (Administrator will complete)

Exceeded the Goal	Met the Goal	Partially Met Goal	Did NOT Meet Goal	Not Applicable

Teacher Signature _____**Date:**_____ _____

Dept. Chair/Evaluator
    Signature _____**Date:**_____

Woodstock Academy
Professional Growth Plan End-of-Year Reflection
(To be completed by the teacher)

Teacher:
Evaluator:
Date:
School Year:

A. Student Outcome Related Indicators: Student Learning Objectives
Please provide the following information for your second semester SLO or your yearlong SLO. Please leave the following section blank if you completed your SLO during the first semester.

- **Describe the students' progress toward the MAGS (Measures of Academic Growth) you set for the students' learning this year?**

- **What evidence/data do you have to support your thinking about student progress?**

- **Did some students demonstrate more progress than others?**

- **Describe what you have to celebrate. What might explain the successes you've documented?**

- **Describe your challenges. What might explain slower progress than you expected?**

EVALUATOR's Comments/Feedback:

SLO GOAL #1 (Administrator will complete)

Exceeded the Goal	Met the Goal	Partially Met Goal	Did NOT Meet Goal	Not Applicable

SLO GOAL #2 If appropriate (Administrator will complete)

Exceeded the Goal	Met the Goal	Partially Met Goal	Did NOT Meet Goal	Not Applicable

B. **Student Outcome Related Indicators: Whole-School Student Learning**
   Please review the School-Wide Student Learning Goal and then provide the following information based on all the classes and students that you have taught this semester. Attach supporting documents as necessary.

   - **Describe student progress as it relates to the Whole-School Learning Goal.**
   - **What steps did you take to meet this goal? What steps did you take for those students who had difficulties making this goal?**

   EVALUATOR's Comments/Feedback:

C. **Teacher Practice Related Indicators: Observation of Practice**
   Please provide the following information. Attach supporting documents as necessary.

   - **Describe your strengths and weaknesses as educator as they relate to instructional practices.**
   - **In what ways have your instructional practices improved this year? To what do you attribute these changes?**
   - **Discuss how you have used comprehensive data analysis, interpretation, and communication to improve both instructional practices and student growth.**
   - **Describe how you have collaborated with colleagues to develop and sustain a professional learning environment to support student learning.**
   - **Describe the ways you have helped to develop and sustain a positive learning climate for colleagues, students, families, and community members.**

   EVALUATOR's Comments/Feedback:

D. **Teacher Practice Related Indicators: Peer Feedback**
   Attach Peer Observation Form and supporting documents as necessary. If you completed your Peer Observation during semester 1, leave this portion blank. Please provide the following information.

   - **Based on the feedback you received from your Peer Observation, what changes have you make to your teaching style or instructional strategies?**

   EVALUATOR's Comments/Feedback:

Summative Teacher Evaluation Report

Teacher:				Evaluator:			
Department:				Summative Evaluation Date:			
Observation Report Summary 40%							
Date Observation type	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6	Average
1a Creating a positive learning environment that is responsible to and respectful of the learning needs of students							
1b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students							
1c Maximizing instructional time by effectively managing routines and transitions							
2a Planning of instructional content is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students							
2b Planning instruction to cognitively engage students in the content							
2c Selecting appropriate assessment strategies to monitor student progress							

3a **Implementing instructional content for learning**							
3b **Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies**							
3c **Assessing student learning, providing feedback to students and adjusting instruction**							
4a **Engaging in continuous professional growth to impact instruction and student**							
4b **Collaborating to develop and sustain a professional learning environment to support student learning**							
4c **Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.**							
Final observation rating							

Peer Feedback 10%

Date:	
Peer Observer:	

Final Peer Observation Rating:	

Total teacher Practice Related Indicator Points	
Final teacher Practice Rating	

Student Growth and Development Summary 45%		
Date of SLO Completion		
Final Peer Observation Rating		

Whole School Student Learning Summary 5%		
School Learning Goals		
School Learning Data		
Final Student Learning Rating		

Total Student Outcomes Related Indicator Points	
Final Student Outcomes Rating	

Final Summative Rating	

Woodstock Academy
Summative BONSAI Narrative Report
(To be completed by the Evaluator)

Teacher:
Evaluator:
Date:
School Year:

Areas of strength:

Areas for Improvement:

Evaluator's Recommendations:

      Recommendations for continuation of employment for the following year:
        ❑   **Yes**   ❑   **No**

      Evaluation Phase for next school year:
        ❑   **Induction Phase**
        ❑   **Guided Growth Phase**
        ❑   **Professional Growth (tenured)**

Evaluator's Signature:
Date:

Teacher Acknowledgement:
    I acknowledge that the information contained in the Summative Evaluation
    was discussed and reviewed with me by my evaluator. My signature does not,
    however, necessarily imply that I agree with the evaluation. I have been
    encouraged by my evaluator to put my comments, if any, in writing.

Teacher's Signature:
Date:
Teacher's Comments (optional)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching

Key Instructional Competencies and Organization of the Rubric:

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

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

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

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

[1]Text in **RED** throughout the document reflects **COMMON CORE STATE STANDARDS**

1: Classroom Environment, Student Engagement and Commitment to Learning
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs[2] of all students. **Attributes**				*In addition to the characteristics of proficient including one or more of the following:*
• Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
• Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
• Environment supportive of intellectual risk-	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
• High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

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

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

1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				
Attributes				*In addition to the characteristics of proficient including one or more of the following:*
• Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Student behavior is completely appropriate. **OR** Teacher seamlessly responds to misbehavior without any loss of instructional time.
• Promoting social competence[4] and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

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[4]**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).
[5]**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1c. Maximizing instructional time by effectively managing routines and transitions.[6]				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	• Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

2: Planning for Active Learning

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appearance appropriate level of challenge[7] for all students. Attributes				*In addition to the characteristics of proficient including one or more of the following:*
• Content of lesson plan[8] is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards[9].	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
• Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
• Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
• Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

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

[8]**Lesson Plan** – a purposeful planned learning experience.

[9]**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

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

2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2b. Planning instruction to cognitively engage students in the content.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
• Instructional resources[13], and flexible groupings[14] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

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

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

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

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

2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2c. Selecting appropriate assessment strategies[15] to monitor student progress.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
● Criteria for student success	Does not plan criteria for student success and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
● Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes **OR** strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

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[15]**Assessment strategies** are used to evaluate student learning during and after instruction.

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

3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3a. Implementing instructional content[16] for learning. **Attributes**				*In addition to the characteristics of proficient including one or more of the following:*
• Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
• Content accuracy	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	Invites students to explain the content to their classmates.
• Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
• Literacy Strategies[17]	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

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[16]**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

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

3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. **Attributes**				*In addition to characteristics of proficient including one or more of the following*:
• Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
• Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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

3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3c. Assessing student learning, providing feedback to students and adjusting instruction. **Attributes**				*In addition to the characteristics of proficient including one or more of the following:*
• Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
• Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
• Feedback[19] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
• Instructional adjustment[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work.

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

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

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4a. Engaging in continuous professional learning to impact instruction and student learning.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Teacher self-evaluation and reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
• Response to feedback	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
• Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4b. Collaborating to develop and sustain a professional learning environment to support student learning.				*In addition to characteristics of proficient including one or more of the following*:
Attributes				
• Collaboration with colleagues	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
• Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
• Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. **Attributes**				*In addition to characteristics of proficient including one or more of the following*:
• Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
• Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
• Culturally responsive[21] communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families **OR** demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with families and the community.

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