



CSDNB ADMIN-EVAL

ADMINISTRATORS - EFFECTIVE VISIONARY ACTIVE LEARNERS

Administrator Evaluation

Consolidated School District of New Britain

Nancy Sarra, Superintendent of Schools

BOARD OF EDUCATION

Nicole Rodriguez- President

Nicholas Mercier- Vice President

Gayle Sanders-Connolly -Secretary

Catherine Cheney

Yvonne Muniz

Nancy Rodriguez

Annie Parker

James Sanders Jr.

Violet Jimenez Sims

Merrill Gay

PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC)

Administrator Evaluation Workgroup

Lara Bohlke, Cynthia Cassada, Elizabeth Crooks, Sal Escobales, Mark Fernandes, Talisha Foy, Jeff Prokop, Johanna Robles, Dr. Nicole Sanders, Meg Shea, Dr. Shuana Tucker

Introduction

As Connecticut's first leadership standards evolved through the new millennium, in 2015 the Connecticut State Department of Education redesigned the leadership validation rubric. What resulted is the CT Leader Evaluation and Support Rubric. In 2017, leadership from our district, New Britain Federation of School Administrators and New Britain Federation of Teachers worked collaboratively to develop the New Britain ADMIN-EVAL to ensure improved success and achievement of all students and staff. During the 2017-18 school year, a Professional Development and Evaluation Committee (PDEC) was created to review and update the current Administrator Evaluation model to reflect the updated district philosophy and our goal of pursuing excellence one student at a time through student teacher growth and support. The PDEC committee met monthly throughout the year to work on this new plan.

Our District Vision

The vision of the Consolidated School District of New Britain is to pursue excellence one student at a time.

Our District's Mission

The mission of the Consolidated School District of New Britain is as follows: In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

Purpose and Rationale

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

Ongoing Reform and Evaluation

The PDEC Committee which is composed of representatives of elementary, middle, and high school teachers and administrators, central office administrators and a representative of the New Britain Administrators Union. This standing committee is charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan. Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought through a structured process, from all personnel being evaluated under the plan. The PDEC committee will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Consolidated School District of New Britain.

Orientation on Process

An orientation to the process will occur annually during pre-service professional development days. To begin the evaluation process, evaluators meet with administrators to discuss the details of the evaluation process, define roles and responsibilities and to identify school or district priorities that should be reflected in practice goals and SLOs. Both will commit to a schedule of collaboration time required by the evaluation process. **Must be completed by August 30th.**

Software for monitoring and documenting the administrator evaluation process is called Admin-EVAL. In order to streamline educator evaluation, CSDNB will provide professional development to assist administrators on how to navigate the new platform.

Goals of the New Britain Administrator Evaluation System

1. Through reflective practices, administrators will ensure success and achievement of all students and staff by communicating a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.
2. To increase student and parent engagement resulting in an improved comprehensive whole-child education.
3. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
4. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.

5. To provide a means for the evaluator to determine the effectiveness of performance. This includes making decisions and recommendations concerning continued employment, granting of increment/salary increases and other personnel related responsibilities.

Administrator Evaluation Overview

Responsibilities

All Educators have a shared responsibility to:

- grow professionally
- share their knowledge with one another through various methods of data collection and collaborative work
- become reflective practitioners
- contribute in a positive manner to the culture and climate of the total school community

Administrator Responsibilities

The primary responsibility of the administrator shall be successful performance in meeting the foundational skills and competencies as delineated in the Connecticut Common Core of Leading. The administrator must be knowledgeable about this evaluation criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary

Evaluation Process /Timelines



The following are the processes and deadlines for the annual evaluation:

- Administrators will meet with their evaluator and review data to inform and enable the parties to mutually agree upon academic, professional practice, and school-wide goals
- Administrators will have at least three SMART goals with multiple Indicators of Academic Growth and Development (IAGDs). SMART goals must reflect longitudinal analysis of data and school based demographics.

Administrator Evaluation Timeline	
Date	Description
First day of School – October 7	Administrator meets with evaluator to discuss data leading to SMART goals.
October 7	Goal Forms submitted to evaluator for review.
October 15	SMART goals mutually agreed upon.
November 1	Goal Setting Must Be completed
January 15-February 15	Formative Review-Administrator and Evaluator meet to review progress toward goals and to discuss possible adjustments to goals.
Start of school - June 1	Mini Observations
June 1 - September 15	End-of-Year/Summative Review. Administrator and Evaluator meet to review progress toward goals. Final evaluation completed and signed.

Mini Observations – A minimal of 4 observations can be completed from the start of school through June 1st. Face-to-face feedback must be provided within three school days of each mini-observation if rated developing in any area. If an administrator is out of district for this period of time the face-to-face feedback must be completed within two school days of the return to district.

If the timeline for feedback is not met, the administrator can invalidate the observation. The administrator must follow the process below within five school days from the date the feedback was due.

Process to Invalidate the Observation

The sole reason for an observation to be invalidated is if the evaluator did not meet the mandatory timelines for feedback. In the case where the evaluator failed to meet the feedback timeline, the evaluator must accept the administrator's request for invalidation of an observation unless there were extenuating circumstances preventing timely feedback. If the Administrator and evaluator cannot agree on whether there were extenuating circumstances, the Talent Office will make the final decision always upholding the timeline for feedback as a primary priority and then considering the validity of the extenuating circumstance and its impact on the administrator's ability to provide timely feedback. Administrators have five school days from the time the feedback was due to make this request. The process is as follows:

- On the administrator's side, the administrator clicks on the Respond button on the Mini Observations tab.
- On the response page near the bottom, administrators will see a checkbox labeled Request to Invalidate - Check this box and the notes box will appear.
- Complete the notes section with the reason for requesting to invalidate the observation.
- After completing the notes, click the Submit Observation Now button to timestamp and submit the request to invalidate.
- Once the submit button has been clicked, the administrator will receive an email letting them know the request was made.
- The evaluator can then open their Mini Observations tab and click the Follow-Ups and Invalidate Requests Tab.
- On the next page, the evaluator will see two headers. Under the second, any requests will be visible. The administrator can either Accept or Decline the request in the second list.

A note on the frequency of school site observations:

Guidelines call for an administrator's evaluation to include (per page 49 of the SEED:)

- 2 observations for each administrator.
- At least 4 observations for any administrator new to their district, school, the profession or who has received a summative rating of Developing or Below Standard in the previous year.

Evaluation Process:

1. Reflection and Goal-Setting: Administrators will examine current student data, prior year evaluation, survey results and the CCL in order to set goals. The administrator may collaborate in administrative leadership teams to support the goal-setting process. **Occurs during August-September.**

- Goal Setting and Planning Timeframe: **Target dates: First day of School – October 15th. Must be completed by November 1st.**
- Goal-Setting Conference: The administrator and evaluator collect evidence about the administrator's practice to support the review of the goals. The evaluator may request revisions to the proposed goals and objectives until they meet approval.

2. Mid-Year Check-In Time-frame: Target dates: January 15 - February 15th. Must be completed by March 1st.

- Reflection and Preparation: The administrator and evaluator collect and reflect on evidence to date about the administrator's practice and student learning in preparation for the check-in.
- Mid-Year Conference: The administrator and evaluator complete at least one mid-year check-in conference during which they review progress on administrator practice goals, performance goals, climate and culture, student learning indicators (SLIs) 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.
- During the Mid-Year conference, the administrator and evaluator may agree to revise goals if necessary. They also discuss actions that the administrator can take and supports that the evaluator can provide to promote continued professional growth.

3. End-of-Year Summative Review Timeframe: **Target May 1st. Must be completed no later than September 15th..**

- Administrator Self-Assessment: The administrator reviews all information, data collected during the year, and the CCL rubric. This self-reflection should focus on the areas for development established in the goal-setting conference or the mid-year adjustments. This should be uploaded as an artifact 24 hours prior to your meeting with your evaluator.
- Scoring: The evaluator reviews submitted evidence, self-assessments and observation

data to generate category ratings. The category ratings combine to produce the final, summative rating. After all data are available, the evaluator *may* adjust the summative rating if changes to the performance-related indicators significantly change the final rating. Such revisions should take place as soon as possible but before **September 15th**.

- End-of-Year Conference: The evaluator and administrator 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 between June 1st and September 15th.

(**Each of these meetings will last approximately 45 minutes or less)

Overview of the Administrative Ratings:

Performance Outcomes Related Indicators - Totals 50% based on the following areas:

Multiple Student Learning Indicators (45%)

***District Benchmarks and Other Assessments (25%)**

- Literacy - Academic SMART goals will be based on student improvement as measured through standardized and normed assessments. The Indicator of Academic Growth and Development (IAGD) will be Benchmark Assessments, NWEA, DRA, and DRP.
- Numeracy - Academic SMART goals will be based on student improvement as measured through standardized and normed assessments. The Indicator of Academic Growth and Development (IAGD) will be Benchmark Assessments, and NWEA.

***Climate and Culture (15%)**

- SMART goal considers Attendance, Expulsion, In- school and out of school suspension and Discipline referral data

***Student Learning Indicators (5%)**

- Based on improvement of SPI Indicators as mutually agreed upon by the administrators and the evaluator, as calculated by the State Department of Education. Secondary school administrators must include cohort and extended graduation rates. **SPI Indicators derived from state testing may not be used for this area.** (Acceptable examples include Cohort Graduation Rates, Chronic Absenteeism, Physical fitness)

Teacher Effectiveness Outcomes (5%)

- Administrators will identify a school wide T-EVAL focus area based on analysis of previous years data to create this SMART goal. The SMART goal on Teacher

Effectiveness will be evaluated through the aggregate ratings of teacher on identified area as measured by the T-EVAL.

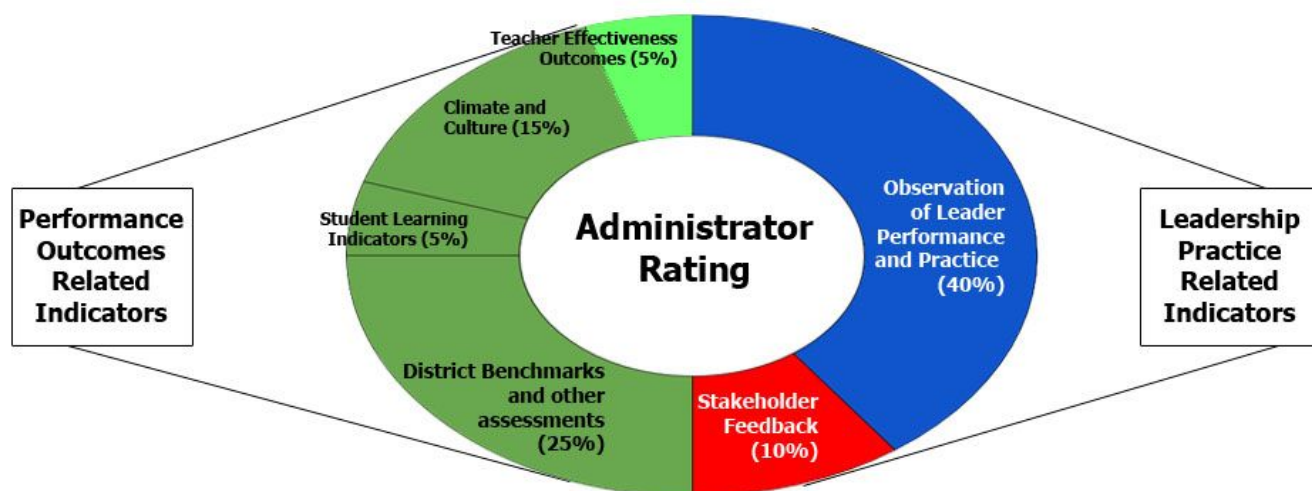
Leadership Practice Related Indicators - Totals 50% based on the following areas:

***Observation of Leader Performance and Practice (40%)**

- Refer to the “Plan Implementation and Evidence Collection” section in the document

***Stakeholder Feedback (10%)**

- Annual anonymous Student Parent Engagement and Staff Satisfaction Survey. This rating will be determined using the following breakdown: 40% Parent Engagement, 10% Staff Satisfaction, and 50% improvement over time.



Goals are aligned to the School Improvement Plan and established between the Administrator and Evaluator per mutual agreement in accordance with the designated timelines.

Definition of Effectiveness and Ineffectiveness

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

- Novice administrators shall generally be deemed effective if said administrator receives at least two sequential Proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career.
- A Below Standard rating shall only be permitted in the first year of a novice administrator’s career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Developing or higher in year two and sequential proficient ratings in years three and four.
- An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential Developing ratings or one Below Standard rating at any time.

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

Rating	Rating	Final Evaluation Score
Exemplary	Substantially exceeding indicators of performance	86-100
Proficient	Meeting indicators of performance	71-85
Developing	Meeting some indicators of performance but not others	60-70
Below Standard	Not meeting indicators of performance	59 or Below

Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator’s practice. For the evaluator, this will include four or more school site visits during the school year. These periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. The visits to the school leader’s work site will provide invaluable insight into the school leader’s performance and offer opportunities for ongoing feedback and dialogue. At least three of the visits must be scheduled with the administrator. Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting.

It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator’s practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit. Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on [page 48 of the 2017 SEED Handbook](#), this administrator’s evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his/her focus areas and goals:

- Data systems and reports for student information (**Evidence Based Reviews**)

- Artifacts of data analysis and plans for response (**School Improvement Plan, Teacher Evaluation Data, Attendance data, Participation in NBU, Evidence Based Review, Evidence/Artifacts of cycle between next steps and subsequent meeting agendas**)
- Observations of teacher team meetings (**Participation in NBU**)
- Observations of administrative/leadership team meetings (**Evidence/Artifacts of cycle between next steps and subsequent meeting agendas**)
- Observations of classrooms where the administrator is present (**Evidence/Artifacts of Cycle between NBU and observations**)
- Communications to parents and community (**Evidence of proactively sharing school based expectations, mission and vision, consistent use of contact log, newsletter, minutes of parent meetings, etc**)
- Conversations with staff **Code of Conduct, Title IX (Teacher Support and Retention for new and/or veteran teachers, Refer to Studer Rounding, Recognizing positive behaviors, Respectful, collaborative and Ethical conversations)**
- Conversations with students **Recognizing positive behaviors, Respectful, Collaborative and Ethical conversations**
- Conversations with families **Respectful, Collaborative, and Ethical conversations**
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

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

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric 2017 which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary** - The Exemplary level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient** - The rubric is anchored at the Proficient level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing** - The Developing level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard** - The Below Standard level focuses on a limited understanding of leadership practices and general inaction on the part of the leader

Each concept demonstrates a continuum of performance across the row, from Below Standard to Exemplary.

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

Strategies for Using the CCL Leader Evaluation Rubric 2017

- **Helping administrators get better** - The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.
- **Making judgments about administrator practice** - In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.
- **Assigning ratings for each performance expectation** - Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.
- **Assessing the practice of administrators other than principals** - All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing the Connecticut Guidelines for Educator Evaluation, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as Developing or Below Standard, it signals the need for focused support and development.

System of stages or levels of support

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

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

3. Intensive Assistance - An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the administrator's competency.

Career Development and Support

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders. Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator Improvement and Remediation Plans for peers whose performance is Developing or Below Standard; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development

Primary and Complementary Evaluators

The primary evaluator for most administrators will be a designated central office administrator, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators must be fully trained according to the CT SDE guidelines. Complementary evaluators may assist the primary evaluator. Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role. Complementary evaluators may assist primary evaluators by conducting observations, by collecting additional evidence, by reviewing SLOs and by providing additional feedback. A complementary evaluator will share evidence with the primary evaluator as it is collected. Complementary evaluators are additional central office administrators and/or an educational consultant.

Ensuring Fairness and Accuracy

All evaluators are required to complete extensive training on the evaluation model. Administrative monthly professional development will include ongoing support and collaboration for central office evaluators to calibrate their understanding of performance expectations and develop their use of high quality feedback and support.

Dispute Resolution Process

When an agreement on an administrator's evaluation cannot be reached with the primary evaluator, the administrator and union representation; the issue in dispute may be referred for resolution to the Talent Office. The Talent Office in consultation with the Superintendent reviews all documentation and then determines if a third party external evaluator is needed. In the event that an external third party evaluator is needed the Talent Office will identify and secure a mutually agreed upon external party, in collaboration with respective collective bargaining unit. This external party will reassess all documentation regarding said administrator. The goal of this process is to ensure fairness and objectivity. The external third-party will review evaluation ratings that include dissimilar ratings in different categories (e.g. include both exemplary and below standard ratings).

Data Management Protocols

- CSDNB will prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct mandated audits, and ensure that third party organizations will keep all identifiable student data confidential.
- CSDNB will prohibit sharing or transference of individual administrator data from one district to another or to any other entity without the administrator's consent, as prohibited by law.
- CSDNB will limit the access of administrator data to only primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this does not affect SDE's data collection authority.
- CSDNB process for logging the names of authorized individuals who may access an administrator's evaluation information, is authorized under the direction of the Talent Development Office.

Annual Requirements

- The administrator evaluation process must be reviewed, revised, and approved by the Board of Education if changes are made from year to year.
- Orientation to the evaluation process by **August 30th**.
- The district will provide ongoing calibration development with evaluators annually.
- Local reporting – The district superintendent shall report the status of administrator evaluations to the local or regional board of education on or before **September 15** of each year.
- State reporting – Not later than **September 30** of following year, each superintendent shall report to the Commissioner of Education the status of the implementation of administrator evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators who have not been evaluated and other requirements as determined by the Department of Education.

Appendix List

- Appendix A: Administrator Rubrics
- Appendix B: 45 Day Improvement and Remediation Plan
- Appendix C: SEED Handbook
- Appendix D: Connecticut Guidelines for Educator Evaluation 2017

Strategic Planning and Organizational Effectiveness

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Mission, Vision and Goals					
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.					
	Exemplary	Proficient	Developing	Below Standard	Not Observed
Team	Facilitates a strong results-oriented leadership team and develops its skills and commitment to a high level of achievement	Facilitates and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.	
Strategy	Collaboratively crafts a lean, comprehensive, results-oriented accountability plan with annual goals that reflects historical data.	Gets input and writes a comprehensive, measurable accountability plan for the current year.	Individually constructs an accountability plan without input and/or constructs a plan that contains insufficient accountability measures.	Reuses the previous year's accountability plan and/or constructs a plan that does not contain accountability measures.	
Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.	
Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and tweaks the strategic plan.	Occasionally focuses on key data points and does not elicit feedback.	Is too caught up in daily crises to focus on emerging data.	

Curriculum and Data

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Mission, Vision and Goals

Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.3 Continuous improvement

Leaders use assessment, data systems and accountability strategies to monitor and evaluate progress to close the achievement gap.

	Exemplary	Proficient	Developing	Below Standard	Not Observed
Goal-attainment Process	Grade- level/subject teams are self-facilitated and invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set and achieve measurable student goals for the current year.	Directs grade level subject teams to set measurable student learning goals for the current year.	Tells teachers to improve student achievement, but does not require measurable student goals or outcomes.	
Task and assessments	Ensures that high-quality, aligned, common tasks and assessments are given by all teacher teams at regular intervals throughout the year to monitor student learning. Facilitates high-quality, high- stakes data/action team meetings after each round of instruction.	Ensures that aligned common tasks and assessments are given several times a year to monitor student learning. Monitors teacher teams as they analyze tasks and assessment results and formulate action plans.	Suggests that teacher teams give common tasks and assessments to monitor student learning. Suggests that teacher teams work together to create lessons from the assessments.	Doesn't insist on common tasks and assessments, allowing teachers to use their own classroom tests. Does not see the value of analyzing tasks and assessments given during the year.	
Monitoring	Uses data on school accountability plan, grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses the data to inform improvement efforts.	Minimally monitors data to inform decisions.	No evidence data is used to inform decisions.	

Supervision, Evaluation and Professional Development

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain high quality staff and by demonstrating a commitment to high-quality systems for professional development.

2.2 Professional Learning					
Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals					
2.3 Observation and Performance Evaluation					
Ensures high-quality, standards based instruction by building the capacity of educators to lead and improve teaching and learning.					
	Exemplary	Proficient	Developing	Below Standard	Not Observed
Professional Development	Orchestrates aligned, high- quality coaching, workshops, school visits, and other professional learning tuned to staff needs. Models professional learning and suggests resources for staff growth.	Organizes aligned, on-going coaching and training that builds classroom proficiency. Models professional learning and suggests resources for staff growth.	Provides conventional staff development workshops to teachers.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.	
Empowerment/ Capacity Building	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime focus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.	
Evaluation Cycle	Makes frequent visits to classrooms and provides timely evidence based feedback to teachers. Uses multiple sources of evidence to inform professional development for whole staff and/or individuals.	Makes regular visits to classrooms and provides timely specific feedback to teachers. Uses some data sources to inform professional development for whole staff or individuals.	Makes required observations of teachers in accordance with the process. Provides general feedback to teachers. Little use of the data from observations to inform professional development for whole staff or individuals.	Does not meet the minimum requirements of the observation cycle. Fails to provide timely feedback. Feedback is vague or nonexistent.	

Goals, Expectations, and Communication

Domain 3: Organizational Systems

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

3.1 Operational Management					
Strategically aligns organizational systems and resources to support student achievement and school improvement.					
	Exemplary	Proficient	Developing	Below Standard	Not Observed
Communication	Effectively communicates goals to all stakeholders using a variety of methods of communication. Stakeholders' knowledge of goals either informs or results in actions.	Uses a variety of means to communicate goals to Others. Stakeholders are aware of goals.	Has a limited communication repertoire and some key stakeholders are not aware of school goals. Stakeholders' actions are disconnected from goals.	Does not communicate goals, and others are often uninformed about procedures and direction.	
Expectations	Management processes and procedures are explicitly clear and implemented.	Management processes and procedures are clear and inconsistently implemented.	Management processes and procedures are stated.	Little to no evidence that processes and procedures are communicated or implemented.	
Referenced in CT CODE OF CONDUCT	Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession. Engages in progressive discipline procedures and processes effectively.	Maintain the standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession. Engages in progressive discipline procedures and processes effectively.	Minimally maintains standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession. Inconsistently engages in progressive discipline procedures and processes effectively.	Does not maintain standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession. Does not engages in progressive discipline procedures and processes effectively.	

Delegation	Cultivates highly effective individuals, assigns them key leadership roles, and supports/entrusts them with leadership responsibilities.	Recognizes effective individuals, assigns them key leadership roles, and supports/entrusts them with leadership responsibilities.	Does not recognize the leadership capacity of individuals in the building/setting and assigns them few or not meaningful leadership responsibilities.	Performs all the leadership tasks in isolation.	
School site safety and security	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.	

Fiscal Management and External Partnerships

Domain 3: Organizational Systems

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

3.2 Resource Management					
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.					
	Exemplary	Proficient	Developing	Below Standard	Not Observed
Scheduling	Creates an equitable schedule that maximizes time for student learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides for student learning and teacher collaboration.	Creates a schedule with few opportunities for team meetings and/or collaboration.	Creates a schedule with inequities, technical flaws, and little or no time for teacher team meetings.	
Budget and Resource Management	Skillfully manages the budget, finances and resources to support the accountability plan and mission to maximize student achievement and staff growth.	Manages the budget, finances, and resources to support the accountability plan and mission.	Manages budget, finances and resources with few errors, but misses opportunities to support the accountability plan and mission.	Makes significant errors in managing the budget, finances, and resources and misses opportunities to allocate resources to further the mission.	
Relationships	Builds strong relationships with all Stakeholders who are actively engaged with the school's vision and mission.	Builds relationships with stakeholders so they have opportunities to contribute to the school development process.	Builds few relationships with stakeholders but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to accomplish goals.	

Student Engagement and Family Involvement

Domain 4: Climate and Culture

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interest, by promoting a positive culture and climate and by modeling ethical behavior and integrity.

4.1: Family, Community and Stakeholder Engagement

Use professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and the district.

4.2 School Culture and Climate

Established a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 Equity and Ethical Practices

Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

	Exemplary	Proficient	Developing	Below Standard	Not Observed
Expectations	School wide student behavior standards, routines, and consequences are innately embedded in the school culture.	School wide student behavior standards, routines, and consequences are evident in the school climate and culture.	School wide student behavior standards, routines, and consequences are inconsistently enforced. Staff must be directed to enforce behavioral expectations.	Often makes exceptions for discipline violations. School wide behavior expectations are unclear.	
Effectiveness	Effectively addresses disruptions, collaborates to analyze patterns, and orchestrates a plan of prevention.	Effectively addresses disruptions and tries to determine underlying causes.	Inconsistently addresses disruptions and does not try to get to the root causes.	Attempts to address some disruptive behaviors but is overwhelmed by the number of problems.	
Positive school climate for learning	Supports ongoing collaboration with staff and community to effectively address disruptions and analyze data, to maintain and strengthen a positive school climate.	Advocates for, creates and supports a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Seeks input and discussion from school community members to build his or her own understanding of school climate. Maintains a school climate focused on learning and the	Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of	

	Designs and implements a proactive plan of prevention.		personal well-being of students.	school climate.	
Recognition	Publicly recognizes kindness, effort, and school improvement and maintains pride in their school.	Recognizes school achievement of all staff and students and works to build pride in the school.	Sometimes recognizes well-behaved students, or staff for good work or behavior.	Rarely recognizes school community and fails to build school pride.	
Inclusiveness	Makes families feel welcome and respected, responds to concerns, and actively involves families in the life of the school.	Makes families feel welcome, listens to and responds to their concerns, and tries to get them involved.	Only responds to families when concerns need to be addressed.	Makes little or no effort to reach out to families and is defensive when parents express concerns.	
Relationships	Builds strong relationships with all students, family and staff who are actively engaged with the school's vision and mission.	Builds relationships with students, family, and staff so they have opportunities to contribute to the school development process.	Builds few relationships but does not enlist their active support.	Neglects relationship-building and doesn't have support to accomplish goals.	
Equity, cultural competence and social justice	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Identifies the need for educational equity, cultural competence and social justice, but is limited influence to improve culture and climate.	Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.	



DATE: Click here to enter text. EVALUATOR: Click here to enter text.
SCHOOL: Click here to enter text. ADMINISTRATOR: Click here to enter text.

_____ Evaluator Signature _____ Date
_____ Administrator Signature _____ Date

MEETING ATTENDED BY: Click here to enter text.

IMPROVEMENT AND REMEDIATION PLAN – 45 DAYS:

START DATE: Click here to enter text.

END DATE: Click here to enter text.

Indicator(s) of professional practice needing immediate attention (Leadership Standards):

- Leadership Standard
- Leadership Standard

Professional Development Objective(s) and Action Plan

Objective 1:

Action Plan (What steps will be taken to reach the objective):

Measures of Success (How will the objective be measured):

Support and Resources (What opportunities, trainings, peer observations, etc. will take place to support the staff member):

OBJECTIVE ONE OUTCOME (to be completed by evaluator – summary and numeric evidence):

Objective 2:

Action Plan (What steps will be taken to reach the objective):

Measures of Success (How will the objective be measured):

Support and Resources (What opportunities, trainings, peer observations, etc. will take place to support the staff member):

OBJECTIVE ONE OUTCOME (to be completed by evaluator – summary and numeric evidence):

RECOMMENDATION:

- I/R Plan successfully completed. Return to previous phase.
- I/R Plan partially successful with acceptable progress; 30 school-day extension granted.
- I/R Plan unsuccessful progress; 30 school-day extension granted - revise plan.
- I/R Plan revised, continue in I/R until next progress meeting on:
- I/R Plan progress is unsatisfactory. Refer to Office of Talent Management and Legal.





SEED Handbook

Connecticut's System for Educator Evaluation and Development

Connecticut's State Model for Educator Evaluation and Support



Connecticut State Department of Education

Revised October 2017

State of Connecticut

Dannel P. Malloy, Governor

State Board of Education

Allan B. Taylor, Chairperson

Estela López, Vice Chairperson

Erin D. Benham

Erik M. Clemons

William P. Davenport

Donald F. Harris, Jr.

Terry H. Jones

Maria I. Mojica

Saomai Nguyen, Student Member

Mark E. Ojakian, Ex Officio

Jaweria Shah, Student Member

Malia K. Sieve

J. Trefry, Ex Officio

Joseph J. Vrabely, Jr.

Stephen P. Wright

Commissioner of Education

Dianna R. Wentzell

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

Levy Gillespie

Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator

Connecticut State Department of Education

450 Columbus Boulevard, Suite 607

Hartford, CT 06103

860-807-2071

Levy.Gillespie@ct.gov

Connecticut State Department of Education

Bureau of Educator Effectiveness

Talent Office Staff

Sarah Barzee	Chief Talent Officer
Kimberly Audet	Associate Education Consultant
Sharon Fuller	Education Consultant
Claudine Primack	Education Consultant
Kim Wachtelhausen	Education Consultant
Gady Weiner	Data Manager

Table of Contents

Introduction.....	5
Design Principles.....	6
Purpose and Rationale	6
Core Design Principles	6
Teacher Evaluation and Support	9
Additional Requirements for Educator Evaluation and Support Plans	9
Teacher Evaluation Overview	11
Teacher Evaluation and Support Framework.....	11
Process and Timeline	12
Goal-Setting and Planning.....	12
Mid-Year Check-In	13
End-of-Year Summative Review	13
Complementary Observers	13
Ensuring Fairness and Accuracy: Evaluator Training.....	14
Support and Development.....	15
Evaluation-Informed Professional Learning	15
Improvement and Remediation Plans	16
Career Development and Growth	17
Teacher Practice Related Indicators.....	18
<i>Component #1: Teacher Performance and Practice (40%)</i>	18
Observation Process.....	21
Pre-Conferences and Post-Conferences.....	22
Feedback.....	23
Teacher Performance and Practice Focus Area	23
Teacher Performance and Practice Scoring.....	23
Summative Observation of Teacher Performance and Practice Rating.....	23
<i>Component #2: Parent Feedback (10%)</i>	25
Student Outcomes Related Indicators	27
<i>Component #3: Student Growth and Development (45%)</i>	27
Overview of Student Learning Objectives (SLOs).....	27
PHASE 1: Review the Data	28
PHASE 2: Set Two SLOs	29
PHASE 3: Monitor Student Progress	33
PHASE 4: Assess Student Outcomes Relative to SLOs	33
<i>Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)</i>	34
Option 1: Whole-School Student Learning Indicator	34
Option 2: Student Feedback	35
Option 3: Whole-School Student Learning Indicators and/or Student Feedback	37
Summative Teacher Evaluation Scoring	37
Use the Summative Matrix to Determine the Summative Rating	39
Adjustment of Summative Rating.....	40

<i>Definition of Effectiveness and Ineffectiveness</i>	40
<i>Dispute-Resolution Process</i>	41
Core Requirements for the Evaluation of Student and Educator Support Specialists	41
<i>Flexibility from Core Requirements for the Evaluation of Teachers</i>	41
Administrator Evaluation and Support	43
Purpose and Rationale	43
Administrator Evaluation Overview	44
Administrator Evaluation and Support Framework	44
Process and Timeline	45
Goal-Setting and Planning	46
Sample Evaluation and Support Plan	48
Mid-Year Formative Review	50
End-of-Year Review	50
Summative Review and Rating	50
Ensuring Fairness and Accuracy: Evaluator Training	50
Support and Development	52
Evaluation-Informed Professional Learning	52
Improvement and Remediation Plans	53
Career Development and Growth	53
Leadership Practice Related Indicators	54
<i>Component #1: Observation of Leadership Practice (40%)</i>	54
Performance Expectation 1: Vision, Mission and Goals	57
Arriving at a Leadership Practice Summative Rating	57
<i>Component #2: Stakeholder Feedback (10%)</i>	59
Applicable Survey Types	59
Stakeholder Feedback Summative Rating	61
<i>Component #3: Student Learning (45%)</i>	63
Locally-Determined Measures (Student Learning Objectives)	63
<i>Component #4: Teacher Effectiveness Outcomes (5%)</i>	66
Summative Administrator Evaluation Rating	67
Determining Summative Ratings	67
Adjustment of Summative Rating:	69
<i>Definition of Effectiveness and Ineffectiveness</i>	70
<i>Dispute-Resolution Process</i>	70

Introduction

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for educator evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Guidelines.

The SEED model was informed by a large body of research, including the Gates Foundation's Measures of Effective Teaching (MET) study. In 2012-13, ten districts/district consortia piloted SEED and provided feedback through an implementation study conducted by the University of Connecticut Neag School Of Education which further guided the model design.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Connecticut General Statute (C.G.S.) Section 10-151b, as amended by Public Act 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

Design Principles

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of Connecticut's educator evaluation and support model is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators or student feedback (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%).

The four components of the SEED model are grounded in research-based standards for educator effectiveness, CT Core Standards, as well as Connecticut's professional standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading: Connecticut School Leadership Standards (CCL:CSLS); the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments; and locally-developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous

improvement over time.

Promote both professional judgment and consistency

Assessing an educator’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

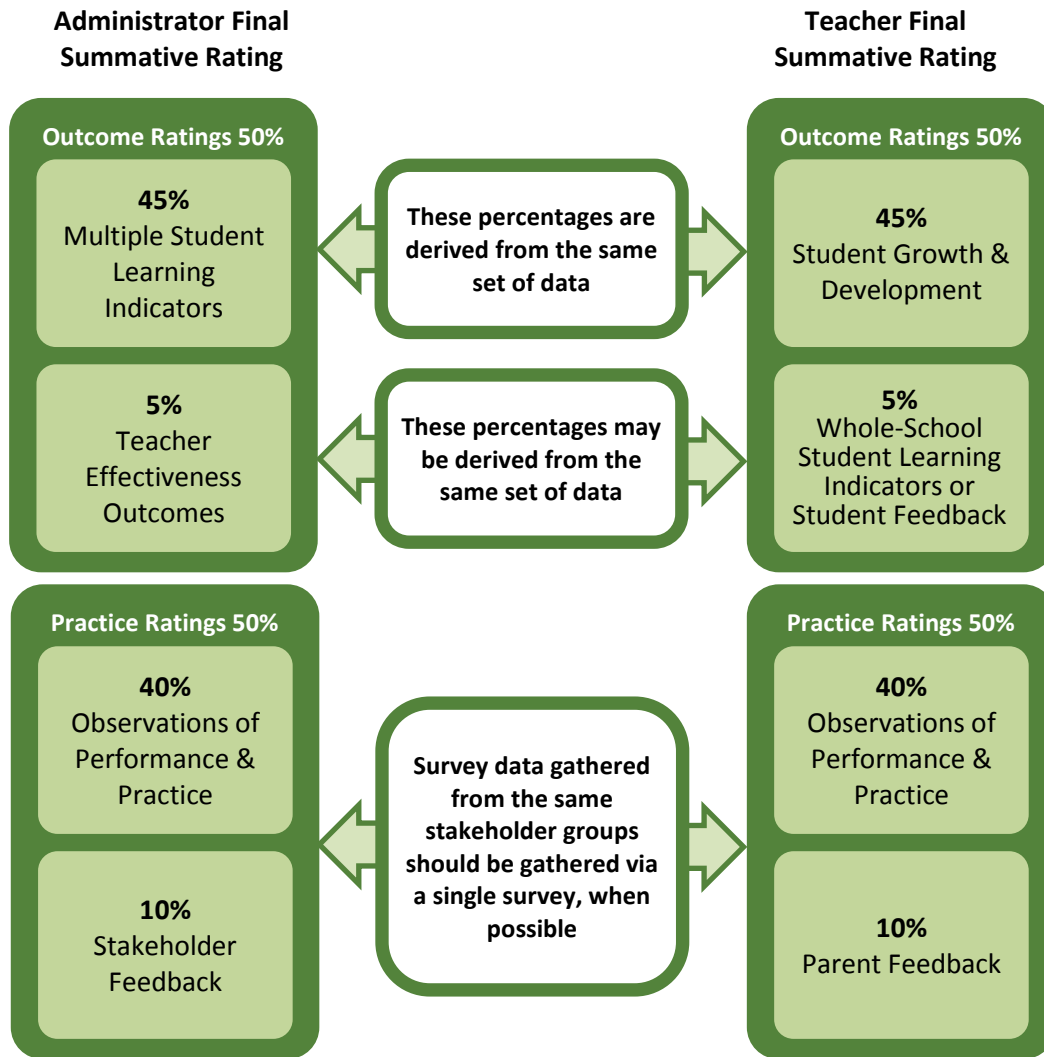
Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

Launching the SEED model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

Improving student achievement sits at the center of the work for all educators. The SEED model recognizes that student learning is a shared responsibility among teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the SEED model creates a relationship among component ratings for teachers and administrators as depicted in the diagram below.



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%).

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if...	The aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is proficient (3).

See the example below to illustrate how teachers receive a final summative rating for the Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student

Learning Indicators (45%).

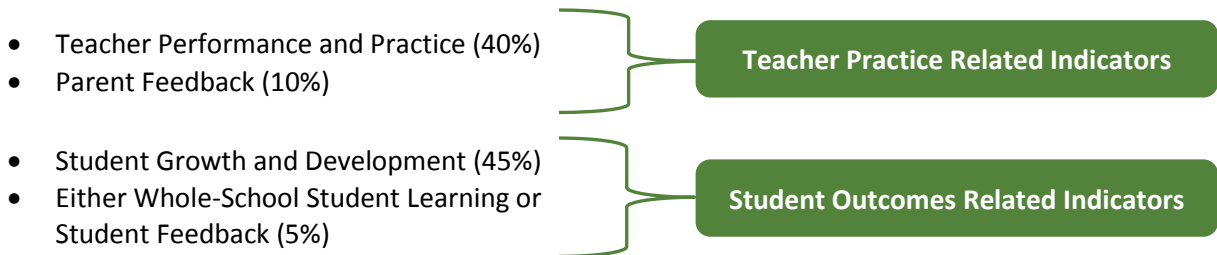
Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicator
If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...	Teachers evaluated by that administrator receive a final summative rating of proficient (3) for the Whole-School Student Learning Indicator (5%) rating.

Teacher Evaluation and Support

The CSDE-designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators as part of the Performance Evaluation Advisory Council (PEAC) in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut’s SEED model. The CSDE, in consultation with PEAC and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use.

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



Additional Requirements for Educator Evaluation and Support Plans

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

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

Any variation from the components of teacher evaluation and support as written within this document is

no longer the SEED model and would be considered a “district-developed” evaluation and support plan.

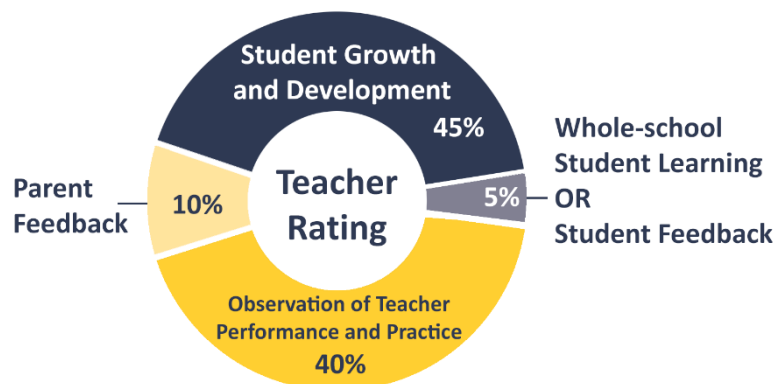
PLEASE NOTE: In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook.

Teacher Evaluation Overview

Teacher Evaluation and Support Framework

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - **Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2017*, which articulates four domains and twelve indicators of teacher practice
 - **Parent Feedback (10%)** on teacher practice through surveys
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - **Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
 - **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or **Student Feedback (5%)**



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

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

Process and Timeline

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



Goal-Setting and Planning

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 focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2017* to draft a proposed performance and practice focus area, a parent feedback goal, two SLOs and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference**¹ – The evaluator and teacher meet to discuss the teacher’s proposed focus area, 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 focus area(s), goals and objectives if they do not meet approval criteria.

¹ Please note that the *CT Guidelines for Educator Evaluation* **require** that each teacher and his or her evaluator must **mutually agree** on the goals and indicators of academic growth and development (IAGDs). Therefore, **approval** serves as a confirmation that **mutual agreement** has been reached.

Mid-Year Check-In

Timeframe: January and February

1. **Reflection and Preparation** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. **Mid-Year Conference** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLOs and other goals. 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 may deliver mid-year formative information on indicators 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 focus area. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference on the [SEED website](#).

End-of-Year Summative Review

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. **End-of-Year Conference²** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.
3. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating.

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must be fully trained as evaluators in order to be

² The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than September 15, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre-and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training

All evaluators, including complementary observers, are required to complete comprehensive training on the SEED evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations, professional learning opportunities tied to evaluation feedback and improved educator and student performance.

School districts who have adopted the SEED model are expected to engage in a comprehensive training that will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2017*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2017*;
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

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

- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

PLEASE NOTE: If training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice
- Identification of criteria for demonstrating proficiency as an evaluator
- Provision of ongoing calibration activities
- Determination of training and frequency for proficiency status renewal

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for District Consideration

Professional learning best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process; and
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in alignment and coherence efforts. This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice; and
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Connecticut Standards for Professional Learning and Connecticut's definition of professional learning can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2762&Q=335700>.

Improvement and Remediation Plans

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

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

1. **Structured Support** - An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance** - An educator would receive special assistance when he/she earns an overall performance rating of developing or below standard and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance** - An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered proficient.
- Indicate a timeline for implementing such resources, supports and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the Improvement and Remediation Plan.

Career Development and Growth

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

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

Points for District Consideration

[Creating Sustainable Teacher Career Pathways: A 21st Century Imperative](#)

In 2013, the National and State Teachers of the Year (NNSTOY) defined the conditions necessary to create comprehensive teacher career pathways as outlined below:

- Re-examine district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identify and manage talent; and provide diverse and flexible career options as part of retaining “high achievers.”
- Re-think the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly-effective teachers.
- Implement flexible job structures that recognize the life and career cycles of teachers, such as sabbaticals, job-sharing, and part-time work.
- Take advantage of technology in extending the reach of highly-effective teachers through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

The [NEA Teacher Leader Model Standards](#) help to define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student growth and development.

Teacher Practice Related Indicators

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

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

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

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

Teacher Practice Framework - CCT Rubric for Effective Teaching 2017

The **CCT Rubric for Effective Teaching 2017**, is available on the [SEED website](#) and represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college, and civic ready. The rubric was developed, revised, and validated through the collaborative efforts of the CSDE, representatives from the Regional Educational Service Centers (RESCs), the Connecticut Association of Schools (CAS), the two statewide teachers’ unions and teachers and school

leaders with experience in using the observation instrument. The validation process included a fairness review to ensure that the rubric language is free of bias and equally applicable to teachers of all grade levels, content areas, and teaching assignments. Focus panels and surveys provided a quantitative and qualitative analysis of the rubric at the domain, indicator, attribute, and behavioral progression level. The *CCT Rubric for Effective Teaching 2017* is aligned with the Connecticut Core of Teaching and includes references to Connecticut Core Standards and other content standards. The *CCT Rubric for Effective Teaching 2017* is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Student and Educator Support Specialist (SESS) Practice Framework- CCT Rubric for Effective Service Delivery 2017

The CCT Rubric for Effective Service Delivery is also available for use by any LEA as part of their Educator Evaluation and Support Plan. The 2017 version was also part of validation study similar to the CCT Rubric for Effective Teaching and is available on the [SEED website](#). Any district using the SEED Model in its entirety will be expected to use this rubric in the evaluation of selected service providers.

CCT RUBRIC FOR EFFECTIVE TEACHING 2017 AT A GLANCE

Domain 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:

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students;
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and
- 1c. Maximizing instructional time by effectively managing routines and transitions.

Domain 2 Planning for Active Learning

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

- 2a. Planning instructional content that 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; and
- 2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 3 Instruction for Active Learning

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

- 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; and
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

Domain 4 Professional Responsibilities and Teacher Leadership

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

- 4a. Engaging in continuous professional learning to impact instruction and student learning;
- 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Evidence Generally Collected Through **Non-Classroom Observations/Reviews of**

Evidence Generally Collected Through **In-Class**

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the SEED teacher evaluation and support model, each teacher should be observed between three and eight times per year through both formal and informal observations as defined below.

- **Formal** - Observations that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.
- **Informal** - Observations that last at least ten minutes and are followed by written and/or verbal feedback.
- **Non-classroom observations/reviews of practice include but are not limited to** - Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

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

- All observations must be followed by feedback, 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 a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.
- Providing both verbal and written feedback after an informal observation or a review of practice is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.
- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table below summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

PLEASE NOTE: Flexibility options, adopted in February 2014, are described in subsections 2.9 and 2.10 of the *Guidelines for Educator Evaluation*.

Teacher Categories	SEED State Model	Guideline Requirements
First and Second Year/ Novice Teachers	3 in-class formal observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations	At least 3 in-class formal observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and Developing	3 in-class formal observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations	At least 3 in-class formal observations; 2 of which include a pre-conference and all of which must include a post-conference
Proficient and Exemplary	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal in-class observation	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal in-class observation

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table 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 *CCT Rubric for Effective Teaching 2017* and for generating action steps that will lead to the teacher’s improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher’s successes, what improvements will be made, and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2017*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2017*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2017*. 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/or attendance records from professional learning or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2017*
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow-up.

Teacher Performance and Practice Focus Area

As described in the Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2017*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards proficient or exemplary on the *CCT Rubric for Effective Teaching 2017*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.).

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

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based notes of teaching and learning, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2017* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. Within the SEED model, each domain of the *CCT Rubric*

for *Effective Teaching 2017* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year’s observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency** - What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in this area?
- **Trends** - Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance** - Are some data more valid than others? Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?

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

Domain 1	Indicator-Level Rating	Evaluator’s Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
Average Score		2.7

2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages domain-level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculate the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the domain/indicator-level ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be followed in advance of the mid-year conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine several school-level parent goals based on the survey feedback;
3. The teacher and evaluator identify one related parent engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and

5. Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

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

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

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation and support. Panorama Education developed sample surveys for use in Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

School districts are encouraged to work closely with teachers to select the survey and interpret results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample [state model survey](#) for additional questions that can be used to inspire goals.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

- Measure how successfully they implement a strategy to address an area of need; and/or
- They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

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

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

Student Outcomes Related Indicators

Student Outcomes Related Indicators capture a teacher's impact on student growth and development and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Either Whole-School Student Learning Indicators or Student Feedback or a combination of the two, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

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

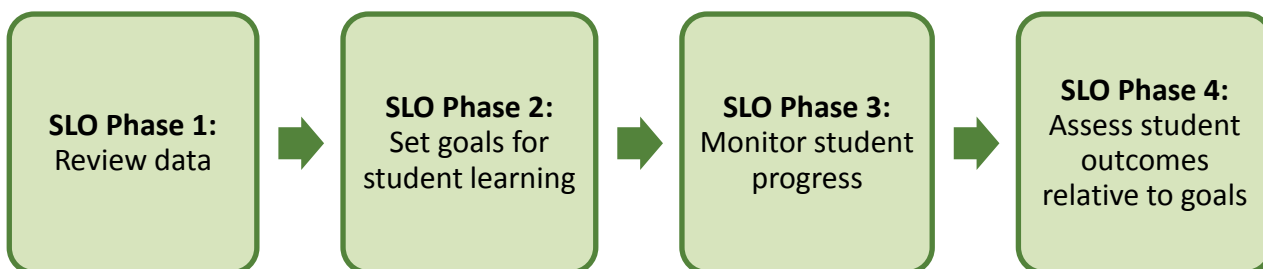
Overview of Student Learning Objectives (SLOs)

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. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's

assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected for the SEED model a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process, as outlined within the SEED model, will support teachers in using a planning cycle that will be familiar to most educators:



Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the SEED model asks teachers to set more specific and measurable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below.

PHASE 1: Review the Data

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

Examples of Data Review

A teacher may use, but is not limited to, the following data in developing an SLO:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments, etc.)
- Results from standardized and non-standardized assessments
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning

- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- Data related to English Learner (EL) students and gifted students
- Attendance records
- Information about families, community and other local contexts

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

PHASE 2: Set Two SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs³. Teachers will also identify the areas of focus for their practice that will help them accomplish their SLOs, choosing from among the attributes of the *CCT Rubric for Effective Teaching 2017*. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the SLOs

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses), and should be aligned to relevant state, national (e.g., Connecticut Core Standards), or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

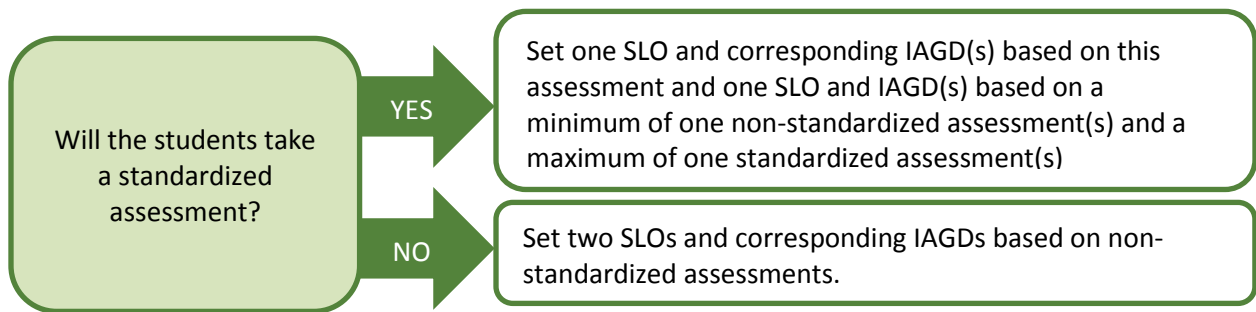
³ Connecticut's *Guidelines for Educator Evaluation* state that each teacher, through **mutual agreement** with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. The SEED model requires two SLOs for every teacher in each academic year.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate, and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate IAGDs.



*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 a standardized indicator for grades and subjects where available and appropriate. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the *Guidelines for Educator Evaluation*, an additional non-standardized indicator.

IAGDs should be written in SMART goal language:

- S** = Specific and Strategic
- M** = Measurable
- A** = Aligned and Attainable
- R** = Results-Oriented
- T** = Time-Bound

For the other half (22.5%) of the IAGDs, there may be a:

- Minimum of one non-standardized indicator, and
- Maximum of one additional standardized indicator, if there is mutual agreement.

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The SEED model uses a specific definition of “standardized assessment.” As stated in the *Connecticut 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;”
- Commonly-administered (e.g., nation- or statewide); and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

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

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

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

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

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

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ● Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. ● Students who scored a 2-4 will score 8 or better. ● Students who scored 5-6 will score 9 or better. ● Students who scored 7 will score 10 or better. <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ● 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real- world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ● 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ● 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ● 40 students who score 30-49 will increase by 15 points. ● 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ● Grade 1- Expected outcome- Level 14-16. ● Grade 2- Expected outcome- Level 22-24. <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels, and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- IAGDs/Growth Targets
- Instructional Strategies and Supports

An [SLO Development Guide](#) is provided for districts to use in this process. The evaluator may provide written comments and discuss the feedback with the teacher during the goal-setting conference.

PHASE 3: Monitor Student Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference as mutually agreed upon by the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to a data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each IAGD.
2. Provide your overall assessment of whether this objective was met.

3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that learning going forward.

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

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

For SLOs with more than one IAGD, the evaluator may score each indicator separately and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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 a rating of 2, and the other SLO was “Met” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

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

Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine this fourth component of SEED.

Option 1: Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator’s evaluation rating. This will be based on the administrator’s progress on Student Learning Indicator targets, which correlate to the Student Learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).

See example of the interrelationship between Whole-School Student Learning Indicator (5%) for teachers and Multiple Student Learning Indicators (45%) for administrators on page 10.

Option 2: Student Feedback

Districts can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Ultimately, school districts should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.
- School governance councils shall assist in development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option 1.

Survey Instruments

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

The recommended surveys that can be used to collect student feedback are available on the [SEED website](#). Districts may use these surveys or use other existing survey instruments. Student survey instruments should be aligned to the Connecticut Common Core of Teaching (CCT) and the *CCT Rubric for Effective Teaching 2017* whenever possible.

Districts may choose to use different surveys for different grade levels, such as an elementary survey for students in grades 4-6 and a secondary survey for grades 6-12. Districts may also choose to use different surveys for different types of classes. For example, a district might establish a standard survey for all 6-12 classes and then add additional questions for core classes such as English and math.

The surveys selected by a district must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Districts are encouraged to use instruments that will offer teachers constructive feedback they can use to improve their practice. Districts may include feedback-only questions that are not used for evaluation purposes and districts may allow individual schools and teachers to add questions to the end of the

survey, where feasible. If a school governance council exists, the council must be included in this process.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey

If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting"). However, some survey instruments group questions into components or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a component rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable/answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree" and "Strongly Agree," performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question. Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher's fall survey shows that boys give much lower scores than girls in response to the survey question "My teacher cares about me," the teacher might set a growth goal for how the teacher's

male students respond to that question.

The following are examples of effective SMART goals:

- The percentage of students who “Agree” or “Strongly Agree” with “My teacher believes I can do well” will increase from 50% to 60% by May 15;
- The percentage of students who “Agree” or “Strongly Agree” with “My teacher makes what we’re learning interesting” will remain at 75% by May 15; and
- The percentage of 9th graders who “Agree” or “Strongly Agree” with “I feel comfortable asking my teacher for extra help” will increase from 60% to 70% by May 15.

IAGDs should be written in SMART goal language:

S = **Specific and Strategic**
M = **Measureable**
A = **Aligned and Attainable**
R = **Results-Oriented**
T = **Time-Bound**

See the example surveys on the [SEED website](#) for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance.
3. Discuss parameters for exceeding or partially meeting goals.
4. Later in the school year, administer surveys to students.
5. Aggregate data and determine whether the goal was achieved.
6. Assign a summative rating, using the following scale to be discussed and finalized during the end-of-year conference.

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Option 3: Whole-School Student Learning Indicators and/or Student Feedback

As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

Summative Teacher Evaluation Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two

major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.

Every educator will receive one of four performance⁴ ratings:

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

The rating will be determined using the following steps:

1. **Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).**
2. **Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).**
3. **Use the Summative Matrix to determine the Summative Rating.**

Each step is illustrated below:

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			142

⁴ The term “performance” shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Rating Table

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

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
Total Student Outcomes Related Indicators Points			172.5 173

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

Use the Summative Matrix to Determine the Summative Rating

Using the ratings determined for each major category, Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of

intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is Proficient and the Student Outcomes Related Indicators rating is Proficient. The summative rating is therefore proficient. If the two major categories are highly discrepant (e.g., a rating of Exemplary for Teacher Practice and a rating of Below Standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

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

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by **June 30** of a given school year. Not later than September 15, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements.

Definition of Effectiveness and Ineffectiveness

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

- Novice teachers shall generally be deemed effective if said educator receives at least two sequential Proficient ratings, one of which must be earned in the fourth year of a novice teacher’s career.
- A Below Standard rating shall only be permitted in the first year of a novice teacher’s career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Developing or higher in year two and sequential proficient ratings in years three and four.
- A tenured educator shall generally be deemed ineffective if said educator receives at least two sequential Developing ratings or one Below Standard rating at any time.

Dispute-Resolution Process

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

Core Requirements for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, “The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist,” in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the

timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

- b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, facilitating professional learning, working with families, participating in team meetings or Planning and Placement Team meetings.
- c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Currently available on the SEED website are white papers developed by various discipline-specific workgroups and the CCT Rubric for Effective Service Delivery 2017. Specifically, this rubric was identified for use with:

- School Psychologists;
- Speech and Language Pathologists;
- Comprehensive School Counselors ; and
- School Social Workers.

PLEASE NOTE: The rubric is available for use with any educators whose roles and responsibilities fall within the realm of service delivery or are considered caseload specialists.

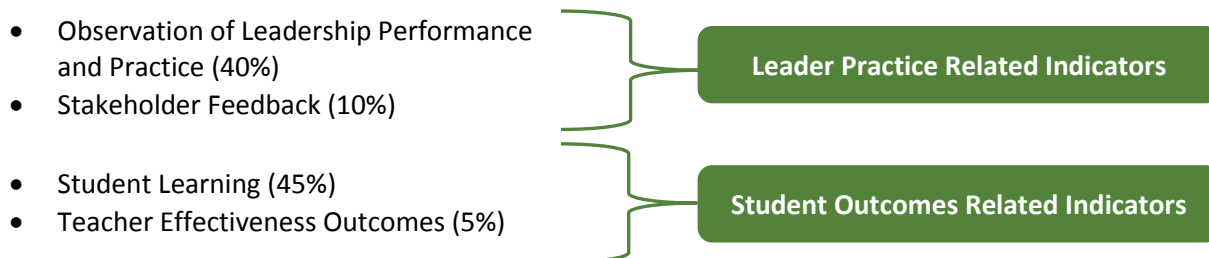
The alignment of *CCT Rubric for Effective Service Delivery 2017* to the *CCT Rubric for Effective Teaching 2017* is intentional and will benefit evaluators as they conduct observations of performance and practice across all content areas.

Administrator Evaluation and Support

Purpose and Rationale

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

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



Additional Requirements for Administrator Evaluation and Support Plans

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

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

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

Any variation from the components of administrator evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan.

This section of the 2017 SEED Handbook outlines the state model for the evaluation of school and

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

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

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

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

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

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

Administrator Evaluation Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - **Observation of Leader Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards (CSLS).

- **Stakeholder Feedback (10%)** on leadership practice through surveys.
- 2. **Student Outcomes Related Indicators:** An evaluation of administrator’s contributions to student academic progress, at the school and classroom level. This area is comprised of two components:
 - **Student Learning (45%)** assessed by performance and growth on locally-determined measures.
 - **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs).

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

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

Process and Timeline

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

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

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

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



* *Summative assessment to be finalized in August.*

Goal-Setting and Planning

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

1. Student learning data are available for review by the administrator.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/ him to the evaluation process.

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

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

Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the CCL:CSLS. The *CT Leader Evaluation and Support Rubric 2017* operationalizes the six performance expectations of the CCL:CSLS in a standards-based rubric that describes indicators of leadership practice in four domains. The rubric also establishes a common language to guide professional conversations about leadership practice. While administrators are rated on all four domains of the rubric, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and

practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports, and sources of evidence to be used. The completed form on page 48 represents a sample evaluation and support plan.

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

Questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

- Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
- Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
- Do the practice focus areas address growth needs for the administrator? Does at least one of the focus areas address instructional leadership?

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

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

Plan Implementation and Evidence Collection

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

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

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

Building on the sample evaluation and support plan on page 48, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his/her focus areas and goals:

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

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

A note on the frequency of school site observations:

Guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- At least 4 observations for any administrator new to their district, school, the profession or who has received a summative rating of *Developing* or *Below Standard* in the previous year.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation

about an administrator's practice.

Mid-Year Formative Review

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

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

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

End-of-Year Review

In the spring, the administrator takes an opportunity to assess his/her practice on all four domains of the *CT Leader Evaluation and Support Rubric 2017*. For each attribute of the eleven indicators in the rubric, the administrator determines whether he/she:

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

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

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

Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training

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

School districts who have adopted the SEED model will be expected to engage in a comprehensive training that will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CT Leader Evaluation and Support Rubric 2017;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CT Leader Evaluation and Support Rubric 2017;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

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

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

Points for District Consideration

If training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal, if applicable

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

Summative ratings must be completed for all administrators by **June 30** of a given school year.

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for District Consideration

Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process; and
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in alignment and coherence efforts. This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice; and
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Connecticut Standards for Professional Learning and Connecticut's definition for professional learning can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2762&Q=335700>.

Improvement and Remediation Plans

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

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

1. **Structured Support** - An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance** - An administrator would receive special assistance when he/she earns an overall performance rating of *Developing* or *Below Standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance** - An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *Proficient*.
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator Improvement and Remediation Plans for peers whose performance is *Developing* or *Below Standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals

for continuous growth and development.

Points for District Consideration

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional learning.
- Support high-quality evaluation that aligns school accountability with teacher and administrator evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals/administrators.

Leadership Practice Related Indicators

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

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

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

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

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

1. **Vision, Mission and Goals** - Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
2. **Teaching and Learning** - Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safety** - Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. **Families and Stakeholders** - Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.

5. **Ethics and Integrity** - Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System** - Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

In 2015, the CSDE convened a committee that included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. The committee reviewed work that was currently in progress by other organizations as well as research regarding a rubric for the observation of administrator performance and practice. With a focus on creating a tool that aligns with the CCL-CSLS as well as school and district improvement processes and that can be used to support continuous growth and development of administrators, the committee developed an improved *CT Leader Evaluation and Support Rubric 2015*. The Rubric is organized into four domains, each with two or three indicators of leadership practice. To assist in identifying areas of strength and areas in need of development, each indicator includes attributes with descriptors across four levels of performance. An added feature to the rubric includes examples of potential sources of evidence for each indicator.

In 2017, the CSDE, in partnership with Professional Examination Service, engaged CT administrators and evaluators in a validation process of the *CT Leader Evaluation and Support Rubric 2015*. The validation process included a fairness review to ensure that the rubric language is free of bias and equally applicable to administrators across building-level and district-level assignments. Surveys provided a quantitative and qualitative analysis of the rubric at the domain, indicator, attribute, and behavioral progression level. The updated version of the *CT Leader Evaluation and Support Rubric 2017* is available on the [SEED website](#).

Leadership Practice – 6 Performance Expectations



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

on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric 2017 which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary** - The *Exemplary* level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing *Exemplary* performance from *Proficient* performance.
- **Proficient** - The rubric is anchored at the *Proficient* level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the *Proficient* level.
- **Developing** - The *Developing* level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard** - The *Below Standard* level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

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

Strategies for Using the CCL Leader Evaluation Rubric 2017

- **Helping administrators get better** - The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.
- **Making judgments about administrator practice** - In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.
- **Assigning ratings for each performance expectation** - Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.
- **Assessing the practice of administrators other than principals** - All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Performance Expectation 1: Vision, Mission and Goals

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

Element A: High Expectations for All

Leaders⁵ ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff⁶.

The Leader:

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

Arriving at a Leadership Practice Summative Rating

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

This is accomplished through the following steps, undertaken by the administrator being evaluated and

⁵ Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions).

⁶ All educators and non-certified staff

by the evaluator completing the evaluation:

The administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator’s leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *Developing* or *Below Standard*.**
2. The administrator and evaluator hold a mid-year formative conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Proficient, Developing or Below Standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations +</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended

survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in Connecticut, and districts are strongly encouraged to use these state model surveys.

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

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

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

- Principals:
 - All family members
 - All teachers and staff members
 - All students
- Assistant Principals and other school-based administrators:
 - All or a subset of family members
 - All or a subset of teachers and staff members
 - All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

- Line managers of instructional staff (e.g., Assistant/Regional Superintendents):
 - Principals or principal supervisors
 - Other direct reports
 - Relevant family members

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

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

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

- Principals
- Specific subsets of teachers
- Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

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

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

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

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

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

Step 6 - Assign a rating, using this scale:

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

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

Examples of Survey Applications

Example 1:

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

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

Example 2:

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

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

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

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

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by performance and growth on locally-determined measures which will account for 45% of the administrator’s evaluation.

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Connecticut Core Standards and other Connecticut content standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in CT’s Next Generation Accountability System. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

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

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

- Student performance or growth on district-ad- opted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of SLOs for administrators:

Grade Level/Role	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School	The principal will analyze student growth using the Writing to Sources assessments. Growth will be measured in each of the following categories: Narrative, Expository/Informational and Argument Writing. Students in grades 7 and 8 will show an overall average of 11 points growth when comparing the Fall 2017 and Spring 2018 assessments.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1st, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are:
 - aligned to district priorities (unless the school is already doing well against those priorities); and
 - aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, SLO Form and SLO Quality Test).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious;
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives;
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective; and
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and

summative data to inform summative ratings.

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ SLOs – make up 5% of an administrator’s evaluation.

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

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

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

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

Summative Administrator Evaluation Rating

Every educator will receive one of four performance⁷ ratings:

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

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 2 other areas domains of the CT Leader Evaluation and Support Rubric 2017; Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers *Proficient* on the student growth portion of their evaluation.

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

⁷ The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Each step is illustrated below:

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

The practice rating derives from an administrator’s performance on the domains of the *CT Leader Evaluation and Support Rubric 2017* and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

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

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

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

The outcomes rating is derived from student learning as measured by student learning objectives and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 76.

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year.



**CONNECTICUT
GUIDELINES FOR
EDUCATOR EVALUATION**

**Connecticut State Department of
Education**

October 2017

Preface

Connecticut's educators are committed to ensuring that students develop the skills and acquire the knowledge they will require to lead meaningful and productive lives as citizens in an interconnected world. This responsibility is shared among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state governments. The following educator evaluation guidelines will help ensure that Connecticut's schools develop the talented workforce that it requires to inspire our students to higher levels of performance.

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective teachers are among the most important school level factors in student learning and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts, aims to create a comprehensive approach to developing Connecticut's educators so that Connecticut prepares, recruits, hires, supports, develops, and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice, and the growth and development of teachers and leaders. High-quality evaluations are necessary to inform the individualized professional development and support that an educator may require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and leader effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence to employment decisions across the state.

Educator evaluation also serves to articulate our priorities. The evaluation and support framework adopted by the Connecticut State Board of Education, in consultation with the Performance Evaluation Advisory Council, gives student learning the priority that it deserves. The components of this framework, requiring multiple indicators of student academic growth and development and multiple observations of teacher and leader practice from a variety of perspectives, also aim to ensure that formative and summative ratings are a fair, valid, reliable, useful, and accurate reflection of an educator's work.

The following educator evaluator guidelines provide direction to school districts as they develop and adopt new systems of educator evaluation and support. These guidelines aim to ensure that districts have common and high expectations that educators are evaluated in a fair and consistent manner, and that employment decisions are based on fair, valid, reliable and useful indicators of an educator's work. Educators in Connecticut are committed to ensuring that all students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global world. This shared responsibility must be reached collaboratively in order to help students attain excellence.

Connecticut's *Guidelines for Educator Evaluation* will assist districts in accomplishing this goal.



Section 1: Introduction

1.1 Context

Sections 51 through 56 of P.A. 12-116, signed into law by Governor Dannel P. Malloy on May 15, 2012, and amended by sections 23 and 24 of P.A. 12-2 of the June 12 Special Session, requires the State Board of Education to adopt, on or before July 1, 2012 and in consultation with the Performance Evaluation Advisory Council (PEAC), guidelines for a model teacher evaluation and support program. The following Guidelines were developed pursuant to this statutory requirement and replace the Connecticut Core Requirements for Teacher Evaluation and Professional Development adopted by the State Board of Education in May of 1999. *See appendix for statute language referenced.*

Connecticut State Department of Education (CSDE) and national publications form the foundation of the new requirements:

(1) Connecticut's Core Standards, which clearly establish high expectations for learning for all of Connecticut's children.

(2) Connecticut's Common Core of Teaching (CCT), adopted February 2010 (replacing the Common Core of Teaching adopted in 1999), which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in six domains:

1. Content and Essential Skills;
2. Classroom Environment, Student Engagement and Commitment to Learning;
3. Planning for Active Learning;
4. Instruction for Active Learning;
5. Assessment for Learning; and
6. Professional Responsibilities and Educator Leadership.

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

1. Vision, Mission and Goals
2. Teaching and Learning
3. Organizational Systems and Safety
4. Families and Stakeholders
5. Ethics and Integrity
6. The Education System.

(4) National Pupil Personnel Standards documents.

Using these documents as the foundation for educator evaluation establishes critical links among effective teaching, professional learning and increased student achievement. It should be noted that the term “teacher” refers to all individuals in positions requiring certification, including, but not limited to classroom teachers. “Leaders” refer to those individuals in positions requiring an administrative certification, including, but not limited to principals.

Pursuant to subsection (c) of 10-151b of the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 13-245, on or before July 1, 2012 the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council, guidelines for a model teacher evaluation program.



Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (A) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (B) the use of multiple indicators of student academic growth and development in teacher evaluations; and (C) Methods for assessing student academic growth; (D) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a of the 2012 Supplement (C.G.S.), that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (E) minimum requirements for teacher evaluation instruments and procedures. Consideration of such control factors and minimum requirements shall be undertaken and accomplished through the joint deliberations and determinations of the goal-setting conference process.

1.2 Introduction and Guiding Principles

(1) The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development. Connecticut's *Guidelines for Educator Evaluation* are based on *Connecticut's Common Core of Teaching* and the *Common Core of Leading: Connecticut School Leadership Standards*, which guide the observation of professional practice. The Core Requirements also include multiple indicators of student academic growth and development, stakeholder feedback and the context in which an educator works. Evaluation processes are designed to promote collaboration and shared ownership for professional growth, renewal, and employment decisions.

The Connecticut *Guidelines for Educator Evaluation* are based on the following guiding principles:

- (a) The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
- (b) Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for teacher evaluation, Common Core of Leading: Connecticut Leadership Standards for administrator evaluation, and National Pupil Personnel Services standards documents for evaluation of educators in pupil services;
- (c) Connecticut's Core Standards, The Connecticut Framework: PK-12 Curricular Goals and Standards, as well as locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;
- (d) The Guidelines foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development;
- (e) The Guidelines clearly connect professional learning to the outcomes of the evaluation process.

1.3 Evaluation Plan Approval Process

(1) Educator evaluation and support systems plans or revisions to such plans must be approved by the CSDE prior to district implementation. Any substantive change in an existing CSDE-approved district plan requires an amendment. The district must complete a [Request for EESP Amendment](#) and submit the form with the amended plan to the CSDE for approval. Please expect response to take up to two weeks.

(2) The State Department of Education provides a model-teacher and administrator evaluation and support system: Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation and

serves as one option for districts that choose to implement a pre-approved evaluation system. Districts may choose to propose variations upon the SEED model so long as the model is consistent with the Connecticut Guidelines for Educator Evaluation.

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

1.4 Effect of the Neag Study on the Guidelines

The Neag School of Education at the University of Connecticut completed a study of the pilot implementation of the State model - SEED - and submitted the results of the study to the State Board of Education and Education Committee on January 1, 2014. Recommendations concerning implementation of the educator evaluation and support program were presented to PEAC and were used to inform ongoing implementation and modifications to the State model.

Section 2: Guidelines for the Evaluation of Teachers

As described in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 13-245, requires, in part, that the “superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, in accordance with the requirements of this section. Local or regional boards of education shall develop and implement teacher evaluation programs consistent with these requirements. For the purposes of these guidelines, the term “teacher” refers to any teacher serving in a position requiring teacher certification within a district, but not requiring 092 certification. What follows are the Connecticut Guidelines of the Educator Evaluation System for teachers.

2.1 4-Level Matrix Rating System

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

(a) The performance levels shall be defined as follows:

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

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The CSDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion during the 2017-18 academic year.

(b) In order to determine summative rating designations for each teacher, districts shall:

1. Rate teacher performance in each of four categories – indicators of student academic growth and development; observations of teacher performance and practice; parent or peer feedback, which may include surveys; and whole-school student learning indicators or student feedback, which may include surveys.
2. Combine the indicators of student growth and development rating and whole-school student learning indicators or student feedback rating into a single rating, taking into account their relative weights; this will represent an overall “outcomes rating” of Exemplary, Proficient, Developing, or Below Standard.
3. Combine the observations of teacher performance and practice rating and the peer or parent feedback rating into a single rating, taking into account their relative weights; this will represent an overall “practice rating” of Exemplary, Proficient, Developing, or Below Standard.
4. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, the district must assign a summative rating category of Exemplary, Proficient, Developing, or Below Standard. See appendix for example

2.2 Teacher Evaluation Process

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



(1) Goal-setting conference

- (a) Orientation on process – To begin the process, the principal or designee provides the teacher with materials outlining the evaluation process and other information as appropriate and meets and reviews these materials. The orientation shall not occur later than November 15 of a given school year.
- (b) Goal-setting conference – At the start of the school year, the principal or designee and teacher meet to discuss information relevant to the evaluation process and set goals for the year.
- (c) Evidence collection and review – The teacher collects evidence about his/her practice and the principal or designee collects evidence about teacher practice to support the review.

(See 2.3 for details on the Teacher Evaluation Process.)

(2) Mid-year check-ins

- (a) The principal or designee and teacher hold at least one mid-year check-in.

(See 2.3 for details on the Teacher Evaluation Process.)

(3) End-of-year summative review

- (a) Teacher self-assessment - The teacher reviews all information and data collected during the year and completes a self-assessment for review by the principal or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
- (b) End-of-year conference - The principal or designee and the teacher meet to discuss all evidence collected to date. Following the conference, the principal assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

(See 2.3 for details on the Teacher Evaluation Process.)

(4) Local reporting

The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year.

(5) State reporting

Not later than September 15 of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated and other requirements as determined by the Department of Education.

2.3 Teacher Evaluation Components

(1) Forty-five percent (45%) of a teacher’s evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives.



- (a) The process for assessing student growth using multiple indicators of academic growth and development for teacher evaluation will be developed through mutual agreement by each teacher and their evaluator at the beginning of the year.
- (b) The process for assessing student growth will have three phases:
1. Goal-setting conference:
 - a. Each teacher, through mutual agreement with his/her evaluator, will select at least 1 but no more than 4 goals/objectives for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and teacher experience. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district.
 - b. Each goal/objective will:
 - i. take into account the academic track record and overall needs and strengths of the students the teacher is teaching that year/semester;
 - ii. Address the most important purposes of a teacher's assignment through self-reflection;
 - iii. Be aligned with school, district and state student achievement objectives;
 - iv. Take into account their students' starting learning needs vis a vis relevant baseline data when available.
 - v. Pursuant to section 10-151b (C.G.S.), as amended by subsection (c) of Sec. 51 of P.A. 12-116, such guidelines shall include consideration of control factors tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility and minimum requirements for teacher evaluation instruments and procedures. Consideration of such control factors and minimum requirements shall be undertaken and accomplished through the joint deliberations and determinations of the Goal Setting process. (See 1.1.).
 2. Mid-year check-ins:
 - a. Evaluators and teachers will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, including agreed upon indicators. This review may result in revisions to the strategies or approach being used and/or teachers and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).
 3. End-of-year summative review:
 - a. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the principal or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
 - b. End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be

produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for 4 levels of performance. If data that may have a significant impact on a final rating is not available at the end-of-year summative review, a final rating may be revised before September 15.

- (c) One half (22.5%) of the indicators of academic growth and development (IAGDs) should be based on a standardized indicator, **when available and appropriate**. Data 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 standardized indicators for other grades and subjects where available and appropriate. **Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, a non-standardized indicator.**

The State Board of Education (SBE), on March 29, 2017 adopted PEAC’s recommendation: “...that the state mastery test data be used in the educator evaluation and support system to inform educator goal-setting, to inform professional development planning, but **not be used as a measure of goal attainment for educators**. While the state mastery test results can be used to identify an area for improvement and focus, **they cannot be a measure included in an educator’s student learning objective (SLO).**”

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

1. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in Section 1.3.
2. A minimum of one non-standardized indicator.

(See section 2.9 for Flexibility Components on setting goals/objectives)

- (d) When selecting indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized (**when available and appropriate**) and non-standardized indicators as described in 2.3.d.
- (e) When selecting indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as described in 2.3.d.
- (f) Within the process, the following are descriptions of selecting indicators of academic growth and development: In the context of the evaluation of a teacher’s performance, 2.3.f.1 is an opportunity to evaluate the degree to which the teacher provides students fair opportunity and 2.3.f.2 is an opportunity to evaluate the context in which the teacher is working to show that the teacher is given fair opportunity. Indicators 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.

(2) Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance.

(a) Teacher evaluation programs developed and implemented by local or regional boards of education shall ensure that processes related to observation of teacher practice and performance:

1. Facilitate and encourage effective means for multiple in-class visits necessary for gathering evidence of the quality of teacher practice;
2. Provide constructive oral and written feedback of observations in a timely and useful manner;
3. Provide on-going calibration of evaluators in the district;
4. Use a combination of formal, informal, announced, and unannounced observation;
5. Consider differentiating the number of observations related to experience, prior ratings, needs and goals; and
6. Include pre- and post-conferences that include deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

(b) Observations of teacher practice and performance shall meet the following minimum criteria:

1. Observation models must be standards-based. Examples of acceptable standards based frameworks include, but are not limited to the Danielson, Marzano and Marshall frameworks, or locally developed frameworks based on best practice.



2. Observation models must be aligned to the Connecticut Common Core of Teaching. Districts that do not adopt the state model must specify how district-selected or developed models demonstrate this alignment.
 3. Observations must be rated using rubrics that have four performance levels.
- (c) First and second year teachers shall receive at least three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.
 - (d) Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.
 - (e) Teachers who receive a performance evaluation designation of proficient or exemplary shall receive a minimum combination of at least three formal in-class observations and/or reviews of practice, one of which must be a formal in-class observation. The exact combination shall be mutually agreed upon by the teacher and evaluator at the beginning of the evaluation process. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts
 - (f) Districts shall provide all evaluators with training in observation and evaluation, and how to provide high-quality feedback. Districts shall describe how evaluators must demonstrate proficiency on an ongoing basis in conducting teacher evaluations.

(See section 2.9 for Flexibility Components on the observation protocol).

(3) Five percent (5%) of a teacher’s evaluation shall be based on whole-school student learning indicators or student feedback.

- (a) For districts that include whole-school student learning indicators in teacher evaluations, a teacher’s indicator ratings shall be represented by the aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating.
- (b) For districts that include student surveys:
 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.*
- (c) Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.
- (d) The whole-school student learning indicators rating or student feedback rating shall be among four performance levels.

(4) Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys.

- (a) For districts that include parent surveys:
1. Parent 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. Survey is administered to each parent either on-line or paper version.
 5. Results from surveys addressed by teachers should align with student improvement goals.
 6. For whole-school parent 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 parent feedback or on the criteria found in Domain 6 (Professional Practice) of the Common Core of Teaching. *See appendix for details.*

- (b) Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from parents.
- (c) Peer observation or peer focus groups may be developed.
- (d) The parent or peer feedback rating shall be among four performance levels.

2.4 Evaluation-based Professional Learning

Districts and schools shall provide professional learning opportunities for teachers, pursuant to subsections (a) and (b) of Sec. 10-148 of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback. See appendix for statutory language referenced.

2.5 Individual Teacher Improvement and Remediation Plans

Districts shall create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, developed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

2.6 Career Development and Growth

Districts must 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 teachers; participating in development of teacher 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.

2.7 Orientation Programs

The local or regional board of education or regional educational service center for the school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers who are employed by such local or regional board of education and whose performance is being evaluated.

2.8 Defining Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.

2.9 Flexibility Components

- (1) Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional



development and evaluation committee pursuant to C.G.S. 10-151b (b) and C.G.S. 10-220a (b), to enhance implementation.

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

- (b) Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the most recent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in each of the other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

2.10 Data Management Protocols

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

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

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



- (a) Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator’s evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 - (b) Streamline educator evaluation data collection and reporting by teachers and administrators;
 - (c) Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and C.G.S. 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 - (d) Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator’s consent, as prohibited by law;
 - (e) Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the CSDE’s data collection authority;
 - (f) Include a process for logging the names of authorized individuals who access a teacher or administrator’s evaluation information.
- (4)** The CSDE’s technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Section 3: Core Requirements for the Evaluation of Administrators who Serve in Roles Requiring a 092 Certification

As provided in subsection (a) of 10-151b (C.G.S.) as amended by Sec. 51 of P.A. 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of this section. Local or regional boards of education shall develop and implement administrator evaluation programs consistent with these requirements. Except where noted below as applying to particular job roles, the requirements apply to all roles requiring a 092 certification. 092 certificate holders whose primary job duties include teaching students shall be evaluated using the requirements in Section 2.

3.1 4-Level Matrix Rating System

(1) 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 shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2018-19 academic year.

(b) In order to determine summative rating designations for each administrator, districts shall:

1. Rate administrator performance in each of four categories – multiple student learning indicators, teacher effectiveness outcomes, observations of administrator performance and practice, and stakeholder feedback.
2. Combine the multiple-student learning indicator rating and the teacher effectiveness outcomes rating into a single rating, taking into account their relative weights; this will represent an overall “outcomes rating” of Exemplary, Proficient, Developing, or Below Standard.
3. Combine the observations of administrator performance and practice rating and stakeholder feedback rating into a single rating, taking into account their relative weights; this will represent an overall “practice rating” of Exemplary, Proficient, Developing, or Below Standard.
4. Combine the outcomes rating and practice rating into a final rating that equally weights the outcomes and practice ratings. In undertaking this step, the district must assign a summative rating performance level (i.e., Exemplary, Proficient, Developing, and Below Standard). The district must provide at the start of each school year how the “practice



rating” and “outcomes rating” will be combined into one summative rating. See *appendix for example*.

3.2 Administrator Evaluation Process

(1) The annual evaluation process for an administrator shall at least include, but not be limited to, the following steps, in order:

- (a) Orientation on process – To begin the process, the superintendent or designee provides the administrator with materials outlining the evaluation process and other information as appropriate. Process information provided in orientation must include the rubric used for assessing administrator practice, the instruments to be used to gather feedback from staff, families, and/or students and their alignment to the rubric, the process and calculation by which all evaluation elements will be integrated into an overall rating.
- (b) Goal-setting conference – At the start of the school year, the superintendent 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. In the absence of agreement, the superintendent or designee makes the final determination about the performance targets. The evaluator and administrator also identify focus areas for development of administrator practice aligned to the Connecticut School Leadership Standards. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in meeting the performance targets.
- (c) Evidence collection – The administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review.
 1. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard.

Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

(2) Mid-year formative review

The superintendent or designee and administrator hold a mid-year formative conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice

(3) End-of-year summative review

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



- (b) End-of-year conference -The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent or designee assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

(4) Local reporting

The district superintendent shall report the status of administrator evaluations to the local or regional board of education on or before June first of each year.

(5) State reporting

Not later than June thirtieth of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of administrator evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators who have not been evaluated and other requirements as determined by the Department of Education.

3.3 Administrator Evaluation Components

(1) Forty five percent (45%) of an administrator’s summative rating shall be based on multiple student learning indicators.

- (a) An administrator’s evaluation shall be based on at least three locally-determined indicators which align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards. For administrators in high schools, selected indicators must include:

1. The cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students, or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.

- (b) For all school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator’s school, and may include:

1. Student performance or growth on district-adopted assessments (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations, etc.).
2. Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
3. Students' performance or growth on school- or classroom-developed assessments.
4. Other indicators proposed by the district.

- (c) For assistant principals, indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
- (d) For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.

In selecting indicators, districts may establish district-wide indicators or may allow administrators and their evaluators to craft mutually agreed-upon student learning objectives specific to that administrator. The school or district must be able to 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 superintendent or designee must include a review of relevant student characteristics (e.g., mobility, attendance, demographic and learning characteristics). The evaluator and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance targets.

For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan. Districts are encouraged to have such alignment for all administrators.

(2) Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes.

Acceptable measures include:

- (a) Improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations (If this measure is used, districts should have a process for ensuring that the process for setting student learning objectives is rigorous).
- (b) Other locally-determined measures of teacher effectiveness.

For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating. If the assistant principal's job duties do not include teacher evaluation, then the teacher effectiveness rating for the principal of the school shall apply to the assistant principal.

(3) Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s).

Ratings must be based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards using a rubric aligned to those standards. For principals, districts may vary the relative weights of standards, but must weight the Teaching and Learning Standard at least twice as much as any other standard. The other standards of practice must all have a weighting of at least 5% of the overall evaluation. The weighting of standards may be different for each administrator, but the weights must be established by the evaluator as part of the goal setting conference at the start of the school year.



An assistant principal's rating must be based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards. Districts may vary the relative weights of standards, but must include all six standards and weight each of them at least 5% of the overall evaluation of practice. Within the standards, evaluators may limit the rating to those elements that are relevant to the assistant principal's job duties. The weighting of standards may be different for each assistant principal, but the weights must be established by the evaluator as part of the goal setting conference at the start of the school year. Districts are encouraged to use the observation of assistant principal practice to highlight an individual's readiness for the principalship.

Performance ratings that the superintendent or designee make based on direct observations of school-based administrator practice shall be based on a locally-developed or locally-selected rubric that meets 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.

For central office administrators, a rubric is not required. Districts may generate ratings from evidence collected directly from the Common Core of Leading: Connecticut School Leadership Standards (CCL:CSLS). Criteria for Proficient should be discussed during the goal-setting conference at the beginning of the year.

In rating administrators against the rubric, the evaluator must identify a performance rating with written evidence to support the rating for each domain of a rubric aligned to the CCL:CSLS ; further, the evaluator must identify the strengths and growth areas of the administrator.

Districts selecting or designing rubrics other than the state-developed rubric shall provide training of evaluators focused on the language of the rubric and its use in practice.

The superintendent 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.

The district shall provide all evaluators of administrators with training focused on the administrator evaluation system, including at least, but not limited to, training on conducting effective observations and providing high-quality feedback.

(4) Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice described in the Connecticut Leadership Standards.

Districts may select a subset of elements and indicators within the Leadership Standards for purposes of gathering feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). Central office administrators shall be rated based on feedback from the stakeholders whom the administrator directly serves.

The instrument(s) selected for gathering feedback must be valid (that is, it measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is



consistent over time). In order to minimize burden on schools and stakeholders, the instruments chosen need not be implemented exclusively for purposes of principal evaluation.

More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time. Districts may also rate administrators based on status performance and may have less of a focus on improvement over time if status performance surpasses a district-determined threshold of adequate performance. Districts may set common targets of improvement and performance for all administrators or set specific targets for individual administrators.

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. If districts elect to use surveys to gather feedback, they may include the survey response rate as an input to the rating on feedback (as a way to increase the accuracy of survey results).

3.4 Evaluation-based Professional Learning

Districts and schools shall provide professional learning opportunities for administrators, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback include the provision of useful and timely feedback and improvement opportunities. See appendix for statute language referenced.

3.5 Individual Administrator Improvement and Remediation Plans

Districts shall create plans of individual administrator improvement and remediation for principals whose performance is developing or below standard, developed in consultation with such administrator and his or her exclusive bargaining representative for certified administrators chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

3.6 Career Development and Growth

Districts must 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.

3.7 Orientation Programs

The local or regional board of education or regional educational service center for the school district shall offer annual orientation programs regarding the administrator evaluation and support program to administrators who are employed by such local or regional board of education and whose performance

is being evaluated and shall train administrators who are employed by such local or regional board of education and who are conducting performance evaluations.

3.8 Defining Effectiveness and Ineffectiveness

(1) Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.

Section 4: Core Requirements for the Evaluation of Student and Educator Support Specialists

As provided in Sec. 10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, “The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist”, in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support evaluation programs consistent with these requirements.

4.1 Flexibility from Core Requirements for the Evaluation of Teachers

(1) Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of indicators of academic growth and development, feedback and observation.

(2) Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

- (a) Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:
 1. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 2. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 3. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, highly mobile population in school).
 4. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
- (b) Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
- (c) When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback

mechanisms for students, parents, and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.



Section 5: Performance Evaluation Advisory Council (PEAC)
Members (2016-17)

Names	Title	Organization Represented
Dianna R. Wentzell	Commissioner	Connecticut State Department of Education (CSDE)
Sarah Barzee	Chief Talent Officer	Connecticut State Department of Education (CSDE)
Miguel Cardona	Assistant Superintendent for Teaching and Learning	Meriden Public Schools
David Cicarella	President, New Haven Federation of Teachers	American Federation of Teachers-CT (AFT)
Joe Cirasuolo	Executive Director	CT Association of Public School Superintendents, Inc. (CAPSS)
Sheila Cohen	President	CT Education Association (CEA)
Paula Colen	Executive, Director, EASTCONN	RESC Alliance
Randy Collins	Staff Associate for Public Policy	CT Association of Public School Superintendents, Inc. (CAPSS)
Jan Hochadel	President of AFT-CT	American Federation of Teachers – CT (AFT)
Eileen Howley	Executive Director, LEARN	RESC Alliance
V. Everett Lyons	Associate Executive Director	CT Association of Schools (CAS)
Gary Maynard	President	CT Federation of School Administrators (CFSA)
Patrice McCarthy	Deputy Executive Director	CT Association of Boards of Education (CABE)
Karissa Niehoff	Executive Director	CT Association of Schools (CAS)
Catherine O’Callaghan	Chair of Education Department	Board of Regents (BOR)
Robert Rader	Executive Director	CT Association of Boards of Education (CABE)
Mark Waxenberg	Executive Director	CT Education Association (CEA)



Appendix

Connecticut General Statutes (C.G.S.) related to Educator Evaluation and Professional Development

C.G.S. 10-151b. Teacher evaluations. Teacher evaluation and support program; development; adoption; implementation; guidelines.

(a) The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher, and for the school year commencing July 1, 2013, and each school year thereafter, such annual evaluations shall be the teacher evaluation and support program adopted pursuant to subsection (b) of this section. The superintendent may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report (1) the status of teacher evaluations to the local or regional board of education on or before June first of each year, and (2) the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September fifteenth of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall adopt and implement a teacher evaluation and support program that is consistent with the guidelines for a model teacher evaluation and support program adopted by the State Board of Education, pursuant to subsection (c) of this section. Such teacher evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the professional development and evaluation committee for the school district, established pursuant to subsection (b) of section 10-220a. If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional development and evaluation committee, then such board of education and such professional development and evaluation committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to subsection (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 and support program. 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.

(c) (1) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall include, but not be limited to, (A) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (B) the use of multiple indicators of student academic growth and development in teacher evaluations; (C) methods for assessing student academic growth and development; (D) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; (E) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (F) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (G) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (H) the creation of individual teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (i) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (ii) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (iii) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (I) opportunities for career development and professional growth; and (J) a validation procedure to audit evaluation ratings of exemplary or below standard by the department or a third-party entity approved by the department.

(2) The State Board of Education shall, following the completion of the teacher evaluation and support pilot program, pursuant to section 10-151f, and the submission of the study of such pilot program, pursuant to section 10-151g, review and may revise, as necessary, the guidelines for a model teacher evaluation and support program and the model teacher evaluation and support program adopted under this subsection.

(d) A local or regional board of education may phase in full implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of this section during the school years commencing July 1, 2013, and July 1, 2014, pursuant to a teacher evaluation and support program implementation plan adopted by the State Board of Education, in consultation with the Performance Evaluation Advisory Council, not later than July 1, 2013. The Commissioner of Education may waive the provisions of subsection (b) of this section and the implementation plan provisions of this subsection for any local or regional board of education that has expressed an intent, not later than July 1, 2013, to adopt a teacher evaluation program for which such board requests a waiver in accordance with this subsection.



C.G.S. 10-151h. Training and orientation programs for educators re teacher evaluation and support program.

(a) Upon the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and support program adopted by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, "teacher" includes each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall (1) conduct the training programs and orientation described in subsection (a) of this section at least biennially to all evaluators and teachers employed by such board, (2) conduct such training programs for all new evaluators prior to any evaluations conducted by such evaluators, and (3) provide such orientation to all new teachers hired by such board before such teachers receive an evaluation.

C.G.S. 10-151i. Audits of teacher evaluation and support programs.

On July 1, 2014, and annually thereafter, the Commissioner of Education shall randomly select, within available appropriations, at least ten teacher evaluation and support programs adopted pursuant to section 10-151b, as amended by this act, to be subject to a comprehensive audit conducted by the Department of Education. The department shall submit the results of such audits to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

C.G.S. 10-151d (a) and (b). Performance Evaluation Advisory Council.

Responsibilities.

(a) There is established a Performance Evaluation Advisory Council within the Department of Education. Membership of the council shall consist of: (1) The Commissioner of Education and the president of the Connecticut State Colleges and Universities, or their designees, (2) one representative from each of the following associations, designated by the association, the Connecticut Association of Boards of Education, the Connecticut Association of Public School Superintendents, the Connecticut Federation of School Administrators, the Connecticut Education Association and the American Federation of Teachers-Connecticut, and (3) persons selected by the Commissioner of Education who shall include, but not be limited to, teachers, persons with expertise in performance evaluation processes and systems, and any other person the commissioner deems appropriate.

(b) The council shall be responsible for (1) assisting the State Board of Education in the development of (A) guidelines for a model teacher evaluation and support program, and (B) a model teacher evaluation and support program, pursuant to subsection (c) of section 10-151b, (2) the data collection and evaluation support system, pursuant to subsection (c) of section 10-10a, and (3) assisting the State Board of Education in the development of a teacher evaluation and support program implementation plan, pursuant to subsection (e) of section 10-151b. The council shall meet at least quarterly.



C.G.S. 10-151(d). Employment of teachers.

(d) The contract of employment of a teacher who has attained tenure shall be continued from school year to school year, except that it may be terminated at any time for one or more of the following reasons: (1) Inefficiency, incompetence or ineffectiveness, provided, if a teacher is notified on or after July 1, 2014, that termination is under consideration due to incompetence or ineffectiveness, the determination of incompetence or ineffectiveness is based on evaluation of the teacher using teacher evaluation guidelines established pursuant to section 10-151b; (2) insubordination against reasonable rules of the board of education; (3) moral misconduct; (4) disability, as shown by competent medical evidence; (5) elimination of the position to which the teacher was appointed or loss of a position to another teacher, if no other position exists to which such teacher may be appointed if qualified, provided such teacher, if qualified, shall be appointed to a position held by a teacher who has not attained tenure, and provided further that determination of the individual contract or contracts of employment to be terminated shall be made in accordance with either (A) a provision for a layoff procedure agreed upon by the board of education and the exclusive employees' representative organization, or (B) in the absence of such agreement, a written policy of the board of education; or (6) other due and sufficient cause. Nothing in this section or in any other section of the general statutes or of any special act shall preclude a board of education from making an agreement with an exclusive bargaining representative which contains a recall provision. Prior to terminating a contract, the superintendent shall give the teacher concerned a written notice that termination of such teacher's contract is under consideration and give such teacher a statement of the reasons for such consideration of termination. Not later than ten calendar days after receipt of written notice by the superintendent that contract termination is under consideration, such teacher may file with the local or regional board of education a written request for a hearing. A board of education may designate a subcommittee of three or more board members to conduct hearings and submit written findings and recommendations to the board for final disposition in the case of teachers whose contracts are terminated. Such hearing shall commence not later than fifteen calendar days after receipt of such request, unless the parties mutually agree to an extension, not to exceed fifteen calendar days (A) before the board of education or a subcommittee of the board, or (B) if indicated in such request or if designated by the board before an impartial hearing officer chosen by the teacher and the superintendent. If the parties are unable to agree upon the choice of a hearing officer not later than five calendar days after the decision to use a hearing officer, the hearing officer shall be selected with the assistance of the American Arbitration Association using its expedited selection process and in accordance with its rules for selection of a neutral arbitrator in grievance arbitration. If the hearing officer is not selected with the assistance of such association after five days, the hearing shall be held before the board of education or a subcommittee of the board. When the reason for termination is incompetence or ineffectiveness, the hearing shall (i) address the question of whether the performance evaluation ratings of the teacher were determined in good faith in accordance with the program adopted by the local or regional board of education pursuant to section 10-151b and were reasonable in light of the evidence presented, and (ii) be limited to twelve total hours of evidence and testimony, with each side allowed not more than six hours to present evidence and testimony except the board, subcommittee of the board or impartial hearing officer may extend the time period for evidence and testimony at the hearing when good cause is shown. Not later than forty-five calendar days after receipt of the request for a hearing, the subcommittee of the board or hearing officer, unless the parties mutually agree to an extension not to exceed fifteen calendar days, shall submit written findings and a recommendation to the board of education as to the disposition of the charges against the teacher and shall send a copy of such findings and recommendation to the teacher. The board of education shall give the teacher concerned its written decision not later than fifteen calendar days after receipt of the written recommendation of the



subcommittee or hearing officer. Each party shall share equally the fee of the hearing officer and all other costs incidental to the hearing. If the hearing is before the board of education, the board shall render its decision not later than fifteen calendar days after the close of such hearing and shall send a copy of its decision to the teacher. The hearing shall be public if the teacher so requests or the board, subcommittee or hearing officer so designates. The teacher concerned shall have the right to appear with counsel at the hearing, whether public or private. A copy of a transcript of the proceedings of the hearing shall be furnished by the board of education, upon written request by the teacher within fifteen days after the board's decision, provided the teacher shall assume the cost of any such copy. Nothing herein contained shall deprive a board of education or superintendent of the power to suspend a teacher from duty immediately when serious misconduct is charged without prejudice to the rights of the teacher as otherwise provided in this section.

C.G.S. 10-220a(b) Professional development and evaluation committees.
Institutes for educators. Cooperating teacher program, regulations.

(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall establish a professional development and evaluation committee. Such professional development and evaluation committee shall consist of (1) at least one teacher, as defined in subsection (a) of section 10-144d, selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, (2) at least one administrator, as defined in subsection (a) of section 10-144e, selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, and (3) such other school personnel as the board deems appropriate. The duties of such committees shall include, but not be limited to, participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b, and the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the district. Such plan shall: (A) Be directly related to the educational goals prepared by the local or regional board of education pursuant to subsection (b) of section 10-220, (B) on and after July 1, 2011, be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (C) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of each such board, including personnel management and evaluation training or experience for administrators, shall be related to regular and special student needs and may include provisions concerning career incentives and parent involvement. The State Board of Education shall develop guidelines to assist local and regional boards of education in determining the objectives of the plans and in coordinating staff development activities with student needs and school programs.

(c) The Department of Education, in cooperation with one or more regional educational service centers, is authorized to provide institutes annually for Connecticut educators. Such institutes shall serve as model programs of professional development and shall be taught by exemplary Connecticut teachers and administrators and by other qualified individuals as selected by the Department of Education. The Department of Education shall charge fees for attending such institutes provided such fees shall be based on the actual cost of such institutes.

(d) The Department of Education may fund, within available appropriations, in cooperation with one or more regional educational service centers: (1) A cooperating teacher program to train Connecticut public school teachers, certified teachers at private special education facilities approved by the Commissioner of Education, certified teachers at nonpublic schools approved by the commissioner and



certified teachers at other facilities designated by the commissioner, who participate in the supervision, training and evaluation of student teachers, provided such certified teachers at nonpublic schools pay for the cost of participation in such cooperating teacher program and provided further that enrollment in such program shall first be made available to public school teachers; and (2) institutes to provide professional development for Connecticut public school educators and cooperating teachers, including institutes to provide professional development for Connecticut public school educators offered in cooperation with the Connecticut Humanities Council. Funds available under this subsection shall be paid directly to school districts for the provision of substitute teachers when cooperating teachers are released from regular classroom responsibilities and for the provision of professional development activities for cooperating and student teachers, except that such funds shall not be paid to nonpublic schools for such professional development activities. The cooperating teacher program shall operate in accordance with regulations adopted by the State Board of Education in accordance with chapter 54, except in cases of placement in other countries pursuant to written cooperative agreements between Connecticut institutions of higher education and institutions of higher education in other countries. A Connecticut institution may enter such an agreement only if the State Board of Education and the Board of Regents for Higher Education have jointly approved the institution's teacher preparation program to enter into such agreements. Student teachers shall be placed with trained cooperating teachers. Cooperating teachers who are Connecticut public school teachers shall be selected by local and regional boards of education. Cooperating teachers at such private special education facilities, nonpublic schools and other designated facilities shall be selected by the authority responsible for the operation of such facilities. If a board of education is unable to identify a sufficient number of individuals to serve in such positions, the commissioner may select qualified persons who are not employed by the board of education to serve in such positions. Such regulations shall require primary consideration of teachers' classroom experience and recognized success as educators. The provisions of sections 10-153a to 10-153n, inclusive, shall not be applicable to the selection, placement and compensation of persons participating in the cooperating teacher program pursuant to the provisions of this section and to the hours and duties of such persons. The State Board of Education shall protect and save harmless, in accordance with the provisions of section 10-235, any cooperating teacher while serving in such capacity.

AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE TASK FORCE ON PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING REQUIREMENTS FOR EDUCATORS: Sections 1 through 3 of Public Act 17-37.

Section 1. Section 10-148a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2017):

(a) For the school year commencing July 1, 2013, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, and (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the



school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.

(b) Local and regional boards of education shall offer professional development activities to certified employees as part of the plan developed pursuant to subsection (b) of section 10-220a or for any individual certified employee. Such professional development activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any professional development provider approved by the Commissioner of Education and shall be consistent with any goals identified by the certified employees and the local or regional board of education.

Section 2. Subsection (a) of section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2017):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse, (3) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section.

Sec. 3. (NEW) (Effective July 1, 2017)

The State Board of Education, within available appropriations and utilizing available materials, shall make the following subject matter available to local and regional boards of education: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American history; (4) Puerto Rican history; (5) Native American history; (6) personal financial management; (7) domestic violence and teen dating violence; (8) mental health first aid training; (9) trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs; (10) second language acquisition, including, but not limited to, language development and culturally responsive pedagogy; and (11) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection. A local or regional board of education may include any of the items described in subdivisions (1) to (11), inclusive, of this section in the in-service training program provided by such board, pursuant to section 10-220a of the general statutes, as amended by this act.

Common Core of Teaching: Domain 6: Professional Responsibilities and Teacher Leadership

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

6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;

6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;

6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;

6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures¹⁶ to support continuous school and district improvement;

6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;

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

6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;

6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;



6.9 Using communication technology in a professional and ethical manner;

6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects; and

6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.

(a) Preamble

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



CSDNB T-EVAL

TEACHERS - EFFECTIVE VISIONARY ACTIVE LEARNERS

T-EVAL

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Nancy Sarra, Superintendent of Schools

BOARD OF EDUCATION

Nicole Rodriguez- President

Nicholas Mercier- Vice President

Gayle Sanders-Connolly -Secretary

Catherine Cheney

Yvonne Muniz

Nancy Rodriguez

Annie Parker

James Sanders Jr.

Violet Jimenez Sims

Merrill Gay

PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC)

Charles Carey, Elizabeth Crooks, Jacqueline Escales, Sal Escobales, Steve Gray, Susan Humanick, Heather Nicol, Jeff Prokop, Johanna Robles, John Taylor, Dr. Shuana Tucker

Philosophy Statement

The primary goal of the development plan is to strengthen individual and collective practice to increase student learning. The teacher evaluation system is a collaborative effort between teachers and administrators to achieve the district's goal of "PURSUING EXCELLENCE ONE STUDENT AT A TIME".

Goals of the CSDNB Teacher Evaluation System

During the 2016-17 school year, a Professional Development and Evaluation Committee (PDEC) was created to review and update the current T-EVAL model to reflect the updated district philosophy and our goal of pursuing excellence one student at a time through teacher growth and support. The PDEC committee meets several times throughout the year to review and update the plan. Our goals are:

1. To provide the best personalized and comprehensive whole-child education so our students will be prepared for and positively contribute to a profoundly different future.
2. To improve professional practice by providing timely feedback, coaching, dialogue and reflection
3. To insure a collaborative process between all stakeholders focused continuous improvement.
4. To strengthen individual and collective practices to increase student learning.

Educator Evaluation and Development Plan Overview

Introduction

Education Reform has emerged as the civil rights issue of our time. In June 2012 the CT State Department of Education (SDE), pursuant to PA-12-116 (The Education Reform Act), adopted CT Guidelines for Educator Evaluation/Core Requirements. Leadership from the District, New Britain Federation of School Administrators and New Britain Federation of Teachers worked collaboratively to develop this educator support and evaluation system to ensure improved student achievement. To support student learning, we need a professional learning and support plan that clearly defines excellent practice and provides specific feedback about administrators' and teachers' strengths and opportunities for growth in the areas that will most impact student achievement. According to the Connecticut Guidelines for Educator Evaluation (Core Requirements) sec. 1.3 (1), "educator evaluation and support plans or revisions to such plans must be approved annually by the State Department of Education prior to district implementation."

Core Design Principles

The following principles developed by the advisory council in conjunction with the Core Requirements guided the design of the New Britain Educator Development and Evaluation Plan. The guiding design principles of the plan are:

- The plan is a collaborative process that involves timely feedback, coaching and dialogue. Novice and veteran educators alike deserve detailed, constructive feedback that promotes collaborative, continuous professional growth based on student learning.
- The plan connects professional learning to the evaluation process. An educator's professional development is tailored to the needs of the school, the students, and their own learning.
- The plan ensures that educators have ownership of learning and students' growth. This plan intends to help create a climate where educators are empowered to seek continuous learning opportunities so they can better meet the learning needs of students. The plan connects the student learning outcomes with ongoing professional learning through teams, constructive conversations, and meaningful feedback.
- The plan is standards-based and considers multiple measures of performance. It clearly defines effective practice using the Connecticut Common Core of Teaching (CCT) for teacher evaluation, National Pupil Personnel Services standards for evaluation of educators in pupil services; and Common Core of Leading: Connecticut Leadership Standards for administrator evaluation. It uses multiple sources of information and evidence that will result in a fair, accurate and comprehensive picture of an educator's performance. The plan defines four categories of effectiveness: student learning (45%), performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).

- The plan must be feasible, equitable, clearly communicated, and understood by all. The plan provides the CSDNB an opportunity to create a culture of learning with the focus on shared responsibility for student growth. Strategic implementation will ensure that the essence of the plan drives the work of the district and ensures improved student learning.

Educator Development and Support

Purpose and Rationale

When educators succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality educators. To support one another, we need to clearly define excellent practice and results; give accurate, useful information about our strengths and areas of development, and provide opportunities for growth and recognition. The purpose of the new evaluation model is to fairly and accurately evaluate educator performance and to help strengthen professional practice through evaluation-informed professional development to improve student learning.

Evaluation-Informed Professional Learning

In any sector, people learn and grow by examining current performance, by setting clear goals for future performance, and by outlining the supports needed to close the gap. Throughout CSDNB's evaluation model, every teacher will identify professional learning needs in mutual agreement between the teacher and the evaluator, which serves as the foundation for ongoing conversations about the teacher's practice and the impact on student outcomes. The professional learning opportunities identified for each teacher is based on the individual needs that are identified through the evaluation process. This process will be used to identify areas of common need for professional development.

Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard at any time, it signals the need for an administrator to collaboratively create an individual educator improvement and remediation plan with the teacher and the exclusive bargaining unit representative. (see page 26)

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all educators. Examples of such opportunities include, but are not limited to: Peer Evaluators, mentoring early-career teachers,

leading professional learning teams, differentiating career pathways; and focused professional development based on goals for continuous growth and development.

Key Terms Teacher Development and Evaluation Plan

Using the plan as the foundation for teacher development and evaluation establishes critical links between effective teaching, professional learning, and increased student achievement.

- The term “teacher” refers to all individuals in positions requiring certification, including, but not limited to classroom teachers.
- The term “student and educator support specialist” refers to “teachers” who typically have a caseload as opposed to a classroom. They include, but are not limited to, school psychologists, social workers, guidance counselors, and speech pathologists. Because their unique roles are integral to improving student learning, they follow the same process of evaluation with some flexibility described throughout the document.

Teacher Evaluation System

Teacher Evaluation System At-a-Glance

The evaluation system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in two major focus areas: Teacher Practice and Student Outcomes. All performance outcomes should be aligned to and support the District and School Level Improvement Plans.

Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that impact student learning. The rating for this half of the evaluation will be based on evidence collected through observation and feedback.

Our evaluation plan is comprised of 4 categories with supporting goals for each:

A. Observation of teacher performance and practice (40%) as defined in the Connecticut’s Common Core of Teaching, which articulates four domains of teacher practice (Appendix A and Appendix B):

Focus area Goal 1: Teachers develop performance and practice goals to focus professional growth needs in order to meet the learning needs of the students they serve during the current school year by using the CCT continuum.

B. Parent feedback (10%) survey on educator practice (See Appendix C):

Goal 2: Teachers develop a focus goal in conjunction with the school goal linked to parent engagement.

Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student artifacts.

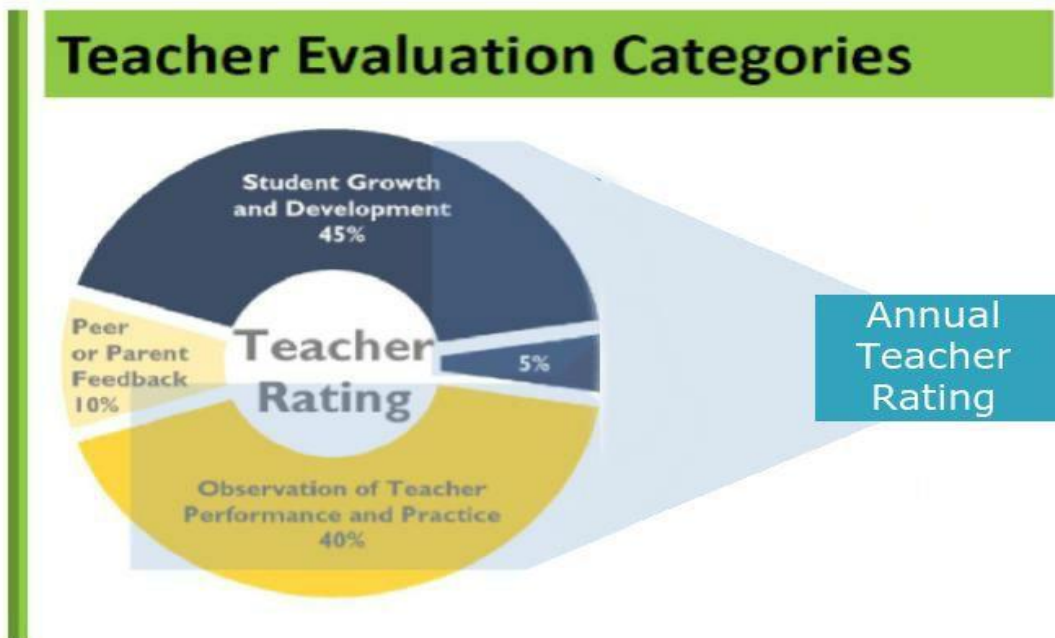
This is comprised of two categories:

C. Student growth and development (45%) as determined by the teacher's SLO (Student Learning Objectives)

GOALS 3 and 4: Teachers develop two (2) SLOs using standard and non-standard assessments connected to Indicators of Academic Growth and Development (IAGD)

D. Whole-school measures of student learning (5%) as determined by aggregate student learning indicators based on the School Improvement Plan

GOAL 5: Is developed in consultation with school principal based on the School Improvement Plan



Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and identified evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, to provide timely comprehensive feedback regarding performance, and to set development goals and identify development opportunities. These conversations are collaborative requiring reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal Setting & Planning Mid-Year Check-in End-of-Year Review	
1. Orientation on process	Must be complete by September 15th
2. Reflection and goal-setting	September - October
3. Administrator and Educator Goal-setting conference	Target - October 15th, must be complete by November 15th
4. Review goals and performance to date	Ongoing
5. Administrator and Educator Mid-year conferences	Target - February 1st, must be complete by March 1st
6. Educator end of year reflection	April - May
7. Administrator and Educator End-of-year conference with Summative Rating assigned	Target - May 1st, must be complete by last day of teacher school year.

Orientation on Process: An orientation to the process will occur annually during pre-service professional development days. To begin the evaluation process, evaluators meet with teachers to discuss the details of the evaluation process, define roles and responsibilities and to identify school or district priorities that should be reflected in practice goals and SLOs. Both will commit to a schedule of collaboration time required by the evaluation process. **Must be completed by September 15th.**

Software for monitoring and documenting the teacher evaluation process is called T-EVAL. In order to streamline educator evaluation, CSDNB will provide professional development to assist teachers on how to navigate the new platform.

1. Reflection and Goal-Setting: Teacher will examine current student data, prior year evaluation, survey results and the CCT in order to set goals. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. **Occurs during September & October.**
2. Goal Setting and Planning Timeframe: **Must be completed by November 15th**
3. Goal-Setting Conference: The teacher and evaluator collect evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives until they meet approval. **Target October 15th, Completed by November 15th**

Mid-Year Check-In Timeframe: Must be completed by **March 1st.**

1. Reflection and Preparation: The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.
2. Mid-Year Conference: The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, 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. During the Mid-Year conference, the teacher and evaluator may agree to revise goals if necessary. They also discuss actions that the teacher can take and supports that the evaluator can provide to promote continued professional growth. **Target February 1st, must be completed by March 1st.**

End-of-Year Summative Review Timeframe: **Target May 1st, must be completed no later than the last day of the school year.**

1. Educator Self-Assessment: The educator reviews all information and data collected during the year and completes the Teacher Summative Self Reflection for review by the evaluator. This self-reflection should focus on the areas for development established in the goal-setting conference or the mid-year adjustments.
2. Scoring: The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. The category ratings combine to produce the final, summative rating. After all data are available, the evaluator may adjust the summative rating if changes to the student-related indicators significantly to change the final rating. Such revisions should take place as soon as possible and before September 15.
3. End-of-Year Conference: The evaluator and 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 between May 1st and the last day of the school year.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators must be fully trained according to the CT SDE guidelines. Complementary evaluators may assist the primary evaluator. Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role. Complementary evaluators may assist primary evaluators by conducting observations, by collecting additional evidence, by reviewing SLOs and by providing additional feedback. A complementary evaluator will share evidence with the primary evaluator as it is collected. Complementary evaluators are certified teachers who meet the requirements for Peer Evaluator or a certified administrator. Peer Evaluators may only assist with teachers who have received a proficient or exemplary rating.

Criteria for becoming a Peer Evaluator

- Exemplary summative rating for at least 2 consecutive years
- Proven interest in leadership role (via application process)
- Recommendation from an administrator Ensuring Fairness and Accuracy

All primary and complementary evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide our district with training opportunities and tools throughout. In subsequent years, New Britain evaluators will attend refresher courses and demonstrate proficiency in accordance with State recommendations and guidelines. Administrative monthly professional development will include ongoing support and collaboration for district evaluators to calibrate their understanding of performance expectations and develop their use of high quality feedback and support.

Dispute Resolution Process

When an agreement on a teacher's evaluation cannot be reached with the primary evaluator, the teacher and union representation; the issue in dispute may be referred for resolution to a committee. The committee shall be comprised of the superintendent or assistant superintendent, the administrator, the teacher and union representation. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g. include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating. In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two teachers rated as exemplary and two teachers who are rated as below standard.

Data Management Protocols

- CSDNB will prohibit the SDE from accessing identifiable student data in the educator

evaluation data management systems/platforms, except as needed to conduct mandated audits, and ensure that third party organizations will keep all identifiable student data confidential.

- CSDNB will prohibit sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law.
- CSDNB will limit the access of teacher or administrator data to only primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this does not affect SDE's data collection authority.
- CSDNB process for logging the names of authorized individuals who may access a teacher or administrator's evaluation information, is authorized under the direction of the Talent Development Office.

Annual Requirements

- The teacher evaluation process must be reviewed, revised, and approved by the Board of Education if changes are made from year to year.
- Orientation to the evaluation process by September 15th.
- The district will provide ongoing calibration development with evaluators annually.
- Local reporting – The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 15 of each year.
- State reporting – Not later than September of following year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated and other requirements as determined by the Department of Education.

Teacher Practice Related Indicators

The plan evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Research has proven that no school-level factor matters more to student success than high quality teachers. This half (50%) of the instrument is comprised of two factors: Teacher Performance and Practice and Parent Feedback.

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

The Teacher Performance and Practice category is a comprehensive review of teacher practice. Teacher practice is measured by the indicators in all domains of the CCT rubric for effective teaching. Following observations and reviews of practice, evaluators provide teachers with specific feedback to identify and support professional development needs.

Student and Educator Support Specialist

Some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students. The CSDE, in partnership with SESS representatives from around the state, developed the CCT Rubric for Effective Service Delivery 2014 for use with support specialists. This rubric was purposefully developed as a companion to the CCT Rubric for Effective Teaching 2014 and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners. CCT standards will be the framework for the T-EVAL. The CCT is grounded in research and articulates the knowledge, skills and qualities that Connecticut student and educator support specialists need to prepare students to meet the challenges of the Next Generation (21st Century and beyond). Linked by state law and regulations, these standards articulate requirements across a teacher's career and serve as the foundation for teacher observation and professional development. The CT SDE has developed a CCT rubric for effective service delivery that will be utilized in New Britain to guide practice.

Teacher Practice Framework

CCT standards will be the framework for the T-EVAL. The CCT is grounded in research and articulates the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet the challenges of the Next Generation (21st Century and beyond). Linked by state law and regulations, these standards articulate requirements across a teacher's career and serve as the foundation for teacher observation and professional development. The CT SDE has developed a CCT rubric for effective teaching that will be utilized in New Britain to guide teacher practice.

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching Domains of Teacher Performance

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning Content and Essential Skills Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 2: Planning for Active Learning Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 3: Instruction for Active Learning Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 4: Professional Responsibilities and Teacher Leadership Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Observation Process

Research, such as the Gates Foundation's Measures of Effective Teaching study (2013), has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations do not have to cover an entire lesson to be valid. Observations, in and of themselves, aren't useful to teachers – it's the timely feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop. The T-EVAL process intends to cultivate a culture of adult learning in the CSDNB that encourages open dialogue and feedback to continuously improve teacher practice and student learning.

T-E VAL aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT. All interactions with teachers that are relevant to their instructional practices and professional conduct may contribute to their performance evaluations. Mini observations provide evidence for Domains 1, 2, 3, & 4 of the CCT. Both the pre-and post-conferences provide opportunities for discussion of all four domains of the CCT, including reviews of practice for evidence regarding Domain 4.

Formal Observations are 10-15 minute mini observations that are scheduled prior to the observation and include a pre and post conference.

Informal Observations are 10-15 minute mini observations that are not scheduled, and may or may not include pre and post conferences.

Observations: The observations are 40% of the total teacher evaluation score.

All teachers

- All mini observations will be 10-15 minutes in length.
- No more than one mini observation a week.
- Feedback will be sent to the teacher electronically, within 48 hours of the observation, unless a technical difficulty prevents submission.
- Half of the minimum required mini observations must be done by mid year conferences
- Two of the mini observations will be reviews of practice addressing domains 2 and 4.
- Post observation conference no later than 3 school days for all novice teachers and for teachers scoring a 1 or 2.
- If a teacher is out of school during this period of time the face to face feedback must be completed within two school days of the teacher's return to school.
- If the timeline for feedback is not met, the teacher can invalidate the observation. The teacher Must follow the process below within five school days from the date the feedback was due.

Process to Invalidate the Observation

The sole reason for an observation to be invalidated is if the administrator did not meet the mandatory timelines for feedback. In the case where the administrator failed to meet the feedback timeline, the administrator must accept the teacher's request for invalidation of an observation unless there were extenuating circumstances preventing timely feedback. If the teacher and administrator cannot agree on whether there were extenuating circumstances, the Talent Office will make the final decision always upholding the timeline for feedback as a primary priority and then considering the validity of the extenuating circumstance and its impact on the administrator's ability to provide timely feedback. Teachers have five school days from the time the feedback was due to make this request. The process is as follows:

- On the teacher's side, the teacher clicks on the Respond button on the Mini Observations tab.
- On the response page near the bottom, teachers will see a checkbox labeled Request to Invalidate - Check this box and the notes box will appear.
- Complete the notes section with the reason for requesting to invalidate the observation.
- After completing the notes, click the Submit Observation Now button to time stamp and submit the request to invalidate.
- Once the submit button has been clicked, the administrator will receive an email letting them know the request was made.
- The administrator can then open their Mini Observations tab and click the Follow-Ups and Invalidate Requests Tab.
- On the next page, the administrator will see two headers. Under the second, any requests will be visible. The administrator can either Accept or Decline the request in the second list.

Teacher Category Observation Requirement

First and second year teachers in the district and teachers with developing or below standard rating	Third and fourth year teachers in the district with previous ratings of Proficient or Exemplary	Five or more years in the district with previous ratings of Proficient or Exemplary
All mini-observations will be 10-15 minutes in length	All mini-observations will be 10-15 minutes in length	All mini-observations will be 10-15 minutes in length
Minimum of three formal mini-observations in a year and three informal mini-observations in a year.	Minimum of one formal mini-observations in a year and five informal mini-observations in a year. Minimum two Reviews of Practice a year	Minimum of four informal mini-observations in a year Minimum two Reviews of Practice a year
No more than one mini observation a week.	No more than one mini observation a week.	No more than one mini observation a week.
Half of the minimum required mini observations must be done by mid-year conferences in January/February	Half of the minimum required mini observations must be done by mid-year conferences in January/February	Half of the minimum required mini observations must be done by mid-year conferences in January/February
Two of the mini observations will be reviews of practice addressing domains 2 and 4.	Two of the mini observations will be reviews of practice addressing domains 2 and 4	Two of the mini observations will be reviews of practice addressing domains 2 and 4
Written feedback will be sent to the teacher electronically, within 48 hours following an observation, unless a technical difficulty prevents submission.	Written feedback will be sent to the teacher electronically, within 48 hours following an observation, unless a technical difficulty prevents submission.	Written feedback will be sent to the teacher electronically, within 48 hours following an observation, unless a technical difficulty prevents submission.
Post observation face-to-face conference no later than 3 school days. If the timeline is not met, the teacher has 5 days to invalidate the observation.	Post observation face-to-face conference no later than 3 school days if any scores are below proficient. If the timeline is not met, the teacher has 5 days to invalidate the observation.	Post observation face-to face conference no later than 3 school days if any scores are below proficient. If the timeline is not met, the teacher has 5 days to invalidate the observation.
Pre conference prior to the first 2 mini observations and upon request	Pre-conference opportunity available upon request	Pre-conference opportunity available upon request

<p>Required minimum of mini observations must be completed by February 15</p>	<p>Required minimum of mini observations must be completed by February 15</p>	<p>Required minimum of mini observations must be completed prior to ten days before the end of the school year</p>
---	---	--

Administrators will develop an improvement and remediation plan with any teacher that falls below proficient that will involve additional observations as discussed.

Reviews of Practice

Reviews include but are not limited to reviews of lesson/unit plans and assessments, planning meetings, planning and placement team meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events. In addition, self-directed learning opportunities (i.e. research articles, webinars, professional journals, media resources, etc) will be recommended to staff.

Pre-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. Although teachers are not required to complete the questions in writing, teachers should be prepared to discuss the following questions:

- How do you actively engage students in their learning?
- How do you promote appropriate standards of behavior and positive learning environment?
- Is there anything that you would like me to specifically observe during the mini observation related to your personal goals.

Post Conferences

A face to face post conference is required with all observations of novice teachers and teachers scoring a one or a two no later than three school days. If a teacher is out of school during this period of time the face to face feedback must be completed within two school days of the teacher's return to school. Any teacher can request a post conference regardless of category or score if they wish to discuss the observation. Teachers who are requesting a post conference, must do so within twenty four hours of receiving the electronic feedback, excluding non-work days. The post conference must occur within three school days of the teacher's request. The teacher has the right to invalidate the observation if the feedback process and timeline is not adhered to, unless there is an extenuating circumstance.

- Teachers have the option to bring additional artifacts to the conference.
- There are no required post conference questions to be completed prior to the conference.
- The administrator has the option to take notes during the post conference.

Feedback

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

Collaborative conversations about instructional practice based on student work are essential for improving instructional practice.

- Feedback should include: specific evidence and ratings, where appropriate, on observed components of the CCT
- Commendations and prioritized next steps and supports that the teacher can pursue to improve practice
- A timeframe for follow up

Determining Rating of Observation of Teacher Performance and Practice

Mini Observations

During observations, evaluators should take evidence-based notes, and/or mutually agreed upon recordings, capturing specific instances of what the teacher and students said and did in the classroom, as well as the classroom environment, student engagement, observations of student work and desk arrangement. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can then determine which performance level the evidence supports.

Rating for Observation of Teacher Performance and Practice (40%)

At the end of the year, primary evaluators determine a final rating for teacher performance and practice and discuss this rating with teachers during the end of year conference. The rating will be developed cumulatively through all of the formal and informal observations and reviews of practice.

Performance Levels	
Name (score)	Description
Exemplary (4)	Substantially exceeding indicators of performance
Proficient (3)	Meeting indicators of performance
Developing (2)	Meeting some indicators of performance but not others
Below Standard (1)	Not meeting indicators of performance

Category #2 - Parent Feedback (10%):

This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the whole-school level as opposed to the teacher-level. Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

Principals will review the parent survey results collaboratively with their faculty at the beginning of the school year to identify areas of need and set general parent engagement goals based on the previous spring's survey results. The principal will determine the school wide goal. Ideally, this goal-setting process would occur in August or September to establish improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Teachers must consider their contribution to the accomplishment of the school goal. Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class.

4. Arriving at a Parent Feedback Rating (10%)

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

Parent Feedback Rating	
Name (score)	Description
Exemplary (4)	Exceeded the goal
Proficient (3)	Met the goal
Developing (2)	Partially met the goal
Below Standard (1)	Did not meet the goal

Student Outcomes Related Indicators

The Student Outcomes Related Indicators comprise 50% of the summative rating and capture the teacher's impact on student learning. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the process, teachers will document those aspirations and anchor them in data. Student Related Indicators include two categories: Student learning outcomes and whole-school student learning.

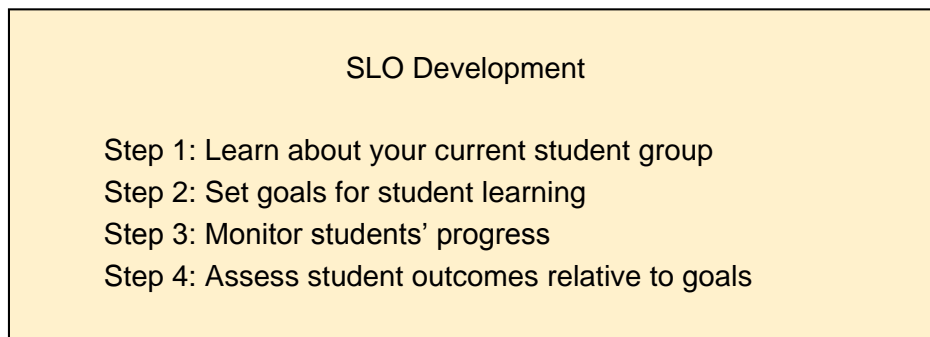
Category #3 - Student Growth and Development (45%):

Overview of Student Learning Objectives (SLOs)

Each group of students is unique; therefore, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut has selected a

goal-setting process called *Student Learning Objectives (SLOs)* as the approach for measuring student growth during the school year.

CSDNB's T-EVAL will use SLOs in an instructional cycle that will be familiar to most teachers:



T-EVAL asks teachers to set specific and measurable targets, to develop them through consultation with colleagues in the same grade level or teaching the same subject specific to the content and/or teaching/service assignment, and through mutual agreement with supervisors.

The four SLO steps are described in detail below:

First: Decide on the Student Learning Objectives

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.

Examples of sources that teachers can use to understand students and group strengths and challenges include, but are not limited to: end-of-year tests from the prior spring, prior grades, benchmark assessments, Lexile scores, and RIT scores from the MAP/ NWEA baseline assessment. This information will be critical for goal setting in the next phase.

Teachers will write their SLO(s), and submit them for approval a minimum of 24 hours before their Initial goal setting conference. The objectives are broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a significant proportion of the teacher's students/caseload. Each SLO should reflect high expectations for student learning and should be aligned to relevant standards for the grade level or course. Depending on the teacher's assignment, the objective will focus on mastery of content standards, learning targets based on relevant state, national or district standards for the grade level course that are articulated in the curriculum or social/emotional growth.

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.

- Teacher creates two SLOS with multiple IAGD(s) appropriate to measure each SLO.
- IAGDs should include relevant standardized assessment(s) if available, in combination with non-standardized measures.
- SLO's and IAGD's are used to inform district priorities.

Second: Select Indicators of Academic Growth and Development (IAGDs)

An IAGD is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.

Each IAGD should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or EL students. It is through the Step I examination of

student data that educators will determine what level of performance to target for which students.

Since indicator targets are written 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 second grade teachers in a district might use the same reading assessment as their IAGD, but would likely vary among second grade teachers.

T-E val 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 statewide, but may not include CMT, CAPT, SBAC, LAS or SAT)
- Commercially-produced

Third: Provide additional information

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

- the rationale for the Student Learning Objective (SLO) including relevant standards
- any important technical information about the indicator evidence (like timing or scoring plans)
- the baseline data that was used to set each IAGD
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year
- professional development the teacher will pursue to support attainment of SLOs

Fourth: Submit SLOs to evaluator for approval

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

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet *all three* criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback

with the teacher during the fall
Goal-Setting Conference. SLOs that are not approved must be revised and
resubmitted to the evaluator within five days.

SLO Approval Criteria Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a significant proportion of the targeted student group.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester.	Objective and indicator(s) are attainable but ambitious and taken together, represent a years' worth of growth appropriate for the population served (or appropriate growth for a shorter interval of instruction).

Once SLOs are approved, teachers will 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. Teachers will meet with their admins in a mid-year conference to discuss progress on their SLO's. If a teacher's assignment changes, the student population shifts significantly, or the administrator and teacher agree, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

At the end of the school year, the teacher will collect the evidence required by the IAGD and submit it to their evaluator. Along with the evidence, teachers will complete and submit a reflection on the SLO outcomes by responding to the following two questions.

- Did you make progress towards your goal? (please attach data, student work, observational or anecdotal evidence to explain your assessment)
- Where did you make the greatest gains or the most satisfying personal growth? (Are there any events or accomplishments you want to highlight or celebrate?)

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:

SLO Rating	
Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator (IAGD).
Met (3)	Most students met the target(s) contained in the indicators (IAGD) 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.

Evaluators will 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 $[(2+3)/2 = 2.5]$. The individual SLO rating(s) and the student growth and development rating will be shared and discussed with the teacher.

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

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. The teacher must provide evidence how he/she contributed to the whole school goal. For most schools, this will be based on the School Improvement Plan (SIP), which correlates to the whole-school student learning on a principal's evaluation.

Arriving at a Whole-School Student Learning Summative Rating:

The whole school student-learning indicator should be scored using the scoring guidelines for the identified target on the principal evaluation tool.

Whole School Rating	
Name (score)	Description
Exemplary (4)	Exceeded the goal
Proficient (3)	Met the goal
Developing (2)	Partially met the goal
Below Standard (1)	Did not meet the goal

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: Teacher Practice Related Indicators (Categories 1&2) and Student Outcomes Related Indicators (Categories 3&4)

Every teacher will receive one of four performance ratings:

Rating	Rating	Final Evaluation Score
Exemplary	Substantially exceeding indicators of performance	86-100
Proficient	Meeting indicators of performance	71-85
Developing	Meeting some indicators of performance but not others	60-70
Below Standard	Not meeting indicators of performance	59 or Below

The summative rating will be determined using the following calculation:

1-Teacher Performance - The average of the mini observations and multiply by 40 (the percentage weight of Teacher performance and practice).

2-SLO - The average of the two SMART goals score and multiply by 45 (the percentage weight of Student Growth and Development)

3-Parent Feedback Goal - Score and multiply by 10 (the percentage weight of the Parent Goal)

4-Whole School Goal - Score and multiply by 5 (the percentage weight of the Whole School Goal).

Add the totals of each above 1-4, and divide by 4 (the total number of categories). This will give you a score between 1 and 100 use the chart above to determine your overall rating.

Adjustment of Summative Ratings

Summative ratings must be completed for all teachers by the last day of school. After all data are available, the evaluator may adjust the summative rating if changes to the student-related indicators significantly to change the final rating. Such revisions should take place as soon as possible and before September 15. These adjustments should inform goal setting in the new school year.

Definition of Effective and Ineffective Summative Ratings

Effective and ineffective summative ratings shall be defined using a pattern of ratings derived from the observations. A pattern may consist of a pattern of one in extreme circumstance. Effectiveness or Ineffectiveness can be determined at any point during the school year based on evidence collected.

Non-Tenured Teachers shall generally be deemed effective if said teacher 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 teacher's career, assuming a pattern of growth of *Developing* in year two and two sequential *Proficient* ratings in years three and four. Superintendents shall offer a contract to any teacher that is deemed effective at the end of year four.

Tenured Teachers shall generally be deemed effective when they earn a rating of *Proficient* or *Exemplary*. A post-tenure teacher shall generally be deemed ineffective if said teacher receives at least two sequential *developing* ratings or one *below standard* rating with documentation.

Improvement and Remediation

There is a need for the administrator to create an individual improvement and remediation plan when a teacher is determined to be ineffective based upon the evidence collected and/or the SLO progress at any point during the school year. If the evidence collected indicates that the teacher is likely to receive or has received a *Below Standard* or *Developing* rating, the teacher needs to be placed on an improvement and remediation plan. Evaluators will determine preliminary effectiveness rating during the mid-year conference in order to identify teachers who need additional supports to become proficient. There will be a minimum of three formal mini observations and three informal mini observations, but could include additional observations based on individual situations (see page 14).

The improvement and remediation plan will be developed in consultation with the teacher and the exclusive bargaining representative. Improvement and remediation plans involve the following steps:

Step 1: The primary evaluator shall provide written documentation to the teacher to initiate the process following the conference where the teacher has been informed that it has been determined that the teacher is ineffective based upon evidence collected according to the T-EVAL. Teacher is issued a "Change of Phase" form at this time.

1a. Within 5 school days of the initiation of the improvement plan, the primary evaluator, teacher and collective bargaining representative meet to review the evidence and develop a plan to address documented deficiencies. The goal of the plan is to provide the teacher with growth opportunities to improve to the level of *proficient* at the end of the improvement and remediation plan.

1b. At the conclusion of the planning conference, the teacher and administrator will implement strategies to improve teacher effectiveness for 45 consecutive school days (The 45 days may not be extended unless both parties agree in writing to the extension). The strategies in the plan must have measurable indicators of success according to either the CCT Continuum or SLOs.

1c. During the 45 days, the administrator must meet the obligation to be helpful by providing specific feedback and direction and the teacher must provide evidence of effort to improve to a level of proficient or higher.

1d. If the teacher is deemed proficient at the conclusion of the 45 days, the improvement and remediation plan will be discontinued. If the teacher is still determined to be ineffective, Step 2 is implemented. Teacher must be notified in writing within two (2) school days of the administrator's determination (45-Day Template).

1e. A copy of the 45-Day Determination Form is sent to the president of the appropriate bargaining unit and the Superintendent.

1f. The Superintendent will select another administrator, who is a trained evaluator, with no prior evaluation connection to the teacher, within 7 school days, to observe and guide the teacher for Step 2.

Step 2: Within 10 school days after the close of Step 1, the Step 2 administrator will meet with the teacher and formulate an improvement and support plan including at least three mini-observations 2 unannounced and 1 announced (Step 2 Improvement and Remediation Template).

2a. For the next 30 days, only the step 2 administrator will observe and work with the teacher to implement the plan. No other administrator may observe during this phase unless included as part of the plan.

2b. At the end of the 30 day period, the Step 2 administrator submits an independent, confidential report to the Superintendent determining effectiveness.

Step 3: The Superintendent reviews the confidential report from the Step 2 administrator within 5 school days and notifies the president of the bargaining unit and the personnel manager of the

findings. If the report validates the ineffectiveness, the Superintendent recommends termination of said teacher to the Board of Education.

Procedural Safeguards:

1. Teacher may not apply for transfer while on improvement and remediation plan.
2. All correspondence regarding the procedure must be placed in the individual's personnel file.
3. The Talent Office will monitor the improvement and remediation procedure.
4. All steps of the improvement and remediation process must be documented on district templates.
5. Teacher must be allowed to ask questions and provide additional evidence to prove effectiveness.
6. Teacher is allowed union representation at all meetings.
7. All documentation relating to the process must be confidential.
8. When a teacher is determined to be effective and is removed from the improvement plan, all correspondence and other information pertaining to the procedure, except the Change of Phase Form and 45 Day Plans, shall be sealed and placed in the teacher's personnel file for a period of 180 school days. Therefore, the sealed records will be maintained in accordance with State law. In the event the teacher is determined to be ineffective before the end of the 180 school days, the sealed records may be opened and placed in the personnel file.

Appendix List

- Appendix A: CCT Rubric for Effective Teaching
- Appendix B: CCT Rubric for Effective Service Delivery (2015)
- Appendix C: 45 Day Improvement and Remediation Plan for Non-tenured
- Appendix D: Change of Phase Action Plan
- Appendix E: Action Plan Outcomes
- Appendix F: 45 Day Improvement and Remediation Plan for Tenured

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

*A Rubric for the Observation of Teacher Performance and Practice to
Help Identify the Foundational Skills and Competency Standards That Will
Prepare Connecticut Students to Succeed in College, Career and Life.*



Connecticut State Department of Education

September 2017

Contents

<i>CCT Rubric for Effective Teaching</i> Development Committee	1
Introduction (<i>CCT Rubric for Effective Teaching 2014</i> , Validation Process, Evidence Guides, Training and Proficiency, Calibration, Observation Process)	2
Key Instructional Competencies and Organization of the Rubric	4
<i>CCT Rubric for Effective Teaching 2017 — At a Glance</i>	5
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	
1a. Creating a positive learning environment	6
1b. Promoting developmentally appropriate standards of behavior	7
1c. Maximizing instructional time	8
Domain 2: Planning for Active Learning	
2a. Planning of instructional content	9
2b. Planning instruction to cognitively engage students	10
2c. Selecting appropriate assessment strategies	11
Domain 3: Instruction for Active Learning	
3a. Implementing instructional content	12
3b. Leading students to construct meaning and apply new learning	13
3c. Assessing student learning, providing feedback to students, and adjustments to instruction	14
Domain 4: Professional Responsibilities and Teacher Leadership	
4a. Engaging in continuous professional learning	15
4b. Collaborating to develop and sustain a professional learning environment	16
4c. Working with colleagues, students and families to develop and sustain a positive school climate	17

Development Committee

Connecticut State Department of Education

Dr. Dianna R. Wentzell
Commissioner

Ellen Cohn
Deputy Commissioner

Talent Office

Dr. Sarah Barzee
Chief Talent Officer

Shannon Marimón
Division Director

CCT Rubric for Effective Teaching Committee Members

Project Manager

Sharon Fuller
Education Consultant,
Bureau of Educator Effectiveness, CSDE

Facilitators

Dr. Sandy Greenberg
Professional Examination Service

Pat Muenzen
Professional Examination Service

Committee Members/Contributing Authors

Roxanne Augelli, Waterbury

Diane Ayer, Lebanon

Michelle Cirillo, Ellington

Teresa Debrito, Region 12

Vicki DeLeo, Bolton

Michael DiCicco, Mansfield

Sandra Dunnack, Chaplin

Kevin Egan, Waterbury

Patti Fusco, West Haven (AFT)

Kim Gallo, Region 12

Mike Galuzzo, CAS

Eileen Howley, LEARN

Kathleen Koljian, Windham (AFT)

Dave Levenduski, Meriden

Tom Lindenmuth, South Windsor (CEA)

Katherine Lopez, Meriden

Everett Lyons, CAS

Pat Michaels, CES/Western CT State University

Steven Murphy, Stonington

Carly Quiros, Ed Advance

Darren Schwartz, Waterbury

Linda Skoglund, New Britain (AFT)

CSDE Consultants/Contributing Authors

Joe DiGarbo
Academic Office, Assessment

William Howe
Academic Office, Culturally-Responsive Education
and Multicultural Education

Rhonda Kempton
Special Education

Georgette Nemr
Talent Office

Claudine Primack
Talent Office

Scott Shuler
Academic Office, Music

Charlene Tate-Nichols
Academic Office, Math

Kim Wachtelhausen
Talent Office

Jennifer Webb
Academic Office, English Language Arts

Other Contributors

Patrick Flynn
ReVision Learning Partnership

Duffy Miller
Teaching Learning Solutions

Michele O'Neil
Connecticut Education Association (CEA)

Introduction

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 to succeed in college, career and life. 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.

Validation Process

The *CCT Rubric for Effective Teaching 2014* has been in use in over 100 school districts or Local Educational Agencies (LEAs) since its release in 2014. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from teachers and administrators using the rubric and to facilitate data collection activities during the 2015-16 academic year. These activities included:

- Fairness Review – Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to teachers of all grade levels, content areas, and teaching assignments.
- Focus Panels – Educator who were assessed using the *CCT Rubric 2014* and administrators who conducted observations using the *CCT Rubric 2014* participated in on-line focus groups to provide feedback about the language and behavioral progressions of each attribute described in the rubric.
- Surveys – Teachers and administrators in districts using the *CCT Rubric 2014* participated in an electronic survey to quantitatively and qualitatively evaluate the *CCT Rubric 2014* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2013-14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CCT Rubric 2014*. The *CCT Rubric for Effective Teaching 2017* is the result of this validation process.

Evidence Guides

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2017* focus on the skills that

can be directly observed either in the classroom or through reviews of practice. To provide more guidance as to how the rubric continuum might look in practice, the CSDE, in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers, and building leaders throughout the summer of 2014 to develop grade-level and content-specific samples of observable student and teacher/service provider behaviors that might be seen or heard during an observation. The *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors, observers and administrators. The *CT Evidence Guides* ARE NOT intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric.

The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides can offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to their respective content area and/or grade level.

Training and Proficiency

Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching 2017* can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. The *CCT Rubric for Effective Teaching 2017* should never be used without the grounding provided by experience and training. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts, as well as decision rules to guide their ratings. The *CCT Rubric for Effective Teaching 2017* is not a checklist with predetermined points. Rather, it is a tool that is combined with training to ensure consistency and reliability of the collection of evidence and the evaluative decisions. The *CCT Rubric for Effective Teaching 2017* represents the criteria by which evaluators will be trained to describe the level of performance observed.

Introduction

Calibration

To ensure consistent and fair evaluations across different observers, settings and teachers, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Teaching 2017* and ensure that the observers can accurately measure educator practice against the indicators within the classroom observation tool.

Observation Process

The *CCT Rubric for Effective Teaching 2017* will be used by trained and proficient evaluators to observe a teacher. Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol is provided in the Connecticut Guidelines for Educator Evaluation or in the System for Educator Evaluation and Development (SEED) state model <http://www.connecticutseed.org>.

Evidence can be gathered from **formal in-class observations, informal classroom observations or non-classroom observations/review of practice**. Although the Guidelines for Educator Evaluation do not specifically define these types of observations and districts may define them as part of their district evaluation and support plans, the state model, SEED, provides the following definitions:

Formal In-Class Observations: last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class Observations: last at least 10 minutes and are followed by written and/or verbal feedback.

Non-classroom Observations/Reviews of Practice: include but are not limited to observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

The following protocol may be used for conducting a formal in-class observation that requires a pre- and post-conference:

- A. Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
- B. Observation:** Observers will collect evidence mostly for Domains 1 and 3 during the in-class observation.
- C. Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis:** The evaluator analyzes the evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2017*.
- E. Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Teaching 2017*, the evaluator will tag evidence to the appropriate indicator within the domains and provide feedback to the teacher. While it is not a requirement for any single observation, evaluators may rate the indicators.

Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Teaching 2017





The Common Core of Teaching (CCT) Rubric for Effective Teaching 2017 is completely aligned with the CCT professional standards. The *CCT Rubric for Effective Teaching 2017* 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, Connecticut’s 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:

CT Common Core of Teaching Standards		CCT Rubric for Effective Teaching 2014		Generally Observed
Domain 1	Content and Essential Skills which includes <u>The Connecticut Core Standards</u> ¹ and Connecticut Content Standards	<i>Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.</i>		
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	In-Class Observations
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 Observations
Domain 5	Assessment for Learning	<i>Now integrated throughout the other domains</i>		
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Teacher Leadership	Non-classroom observations/ reviews of practice

¹ Underlined text throughout the document reflects Connecticut Core Standards.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p> Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p>	<p> Domain 2: Planning for Active Learning</p>
<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ol style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all 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. 	<p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 2a. Planning of instructional content that 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.
<p> Domain 3: Instruction for Active Learning</p>	<p> Domain 4: Professional Responsibilities and Teacher Leadership</p>
<p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 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. 	<p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 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.

Domain 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:
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	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.	Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for student diversity³	Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.	Recognizes and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates a learning environment in which most students are willing to take risks ⁴ and respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
	High expectations for student learning	Establishes expectations for student learning that are too high or too low.	Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.	Establishes and consistently reinforces appropriate expectations for learning for all students.	Creates an environment in which students take responsibility for their own learning.

2. **Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English 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.

4. **Take risks:** Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

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

<i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	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 appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
	Promoting social competence⁵ and responsible behavior	Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies ⁶ and social skills and take responsibility for their actions.

5. **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).

6. **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

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

Teachers <i>promote student engagement, independence and interdependence</i> in learning and facilitate a positive learning community by: INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁷		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Routines and transitions appropriate to needs of students	Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

7. **Routines and transitions:** 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.

Domain 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:
INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge⁸ for all students.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Content of lesson plan⁹ is aligned with standards	Plans content that is misaligned with or does not address the <u>Connecticut Core Standards and/or other appropriate content standards</u> . ¹⁰	Plans content that partially addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an <u>appropriate level of challenge</u> .	Plans lessons that are logically sequenced and support an <u>appropriate level of challenge</u> .	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/ learning in other contexts.
	Use of data to determine students' prior knowledge and skills 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 and skills, or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.	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.	Designs opportunities to allow students to identify their own learning needs based on their own individual data.
	Literacy strategies¹¹	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students <u>to develop literacy skills or academic vocabulary in isolation</u> .	Plans instruction that <u>integrates literacy strategies and academic vocabulary</u> .	Designs opportunities to allow students to independently select <u>literacy strategies that support their learning</u> .

Underlined text reflects Connecticut Core Standards connections.

8. **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.

9. **Lesson plan:** a purposeful planned learning experience.

10. **Content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

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

Domain 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: INDICATOR 2b: Planning instruction to cognitively engage students in the content.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
ATTRIBUTES	<p>Strategies, tasks and questions cognitively engage students</p> <p>Instructional resources¹⁵ and flexible groupings¹⁶ support cognitive engagement and new learning</p>	<p>Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement¹² <u>through problem-solving, critical or creative thinking, discourse¹³ or inquiry-based learning¹⁴ and application to other situations.</u></p> <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs instructional <u>strategies, tasks, and questions</u> that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.</p> <p>Selects or designs resources and/or groupings that minimally <u>engage students cognitively and minimally support new learning.</u></p>	<p>Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement.</p> <p>Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.</p>	<p>Selects or designs plans to release responsibility to the students to apply and/or <u>extend learning beyond the learning expectation.</u></p> <p>Selects or designs resources that support students' application of concepts and/or skills in other contexts.</p>

Underlined text reflects Connecticut Core Standards connections.

- 12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
- 13. **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.
- 14. **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.
- 15. **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.
- 16. **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.

Domain 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:
INDICATOR 2c: Selecting appropriate assessment strategies¹⁷ to monitor student progress.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student 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/or reflect upon their own progress.

17. **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

Domain 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:*
INDICATOR 3a: Implementing instructional content¹⁸ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Instructional purpose	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
	Content accuracy	Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
	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 an 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 strategies¹⁹	Presents instruction with limited opportunities for students to <u>develop literacy skills and/or academic vocabulary.</u>	Presents instruction with opportunities for students to <u>develop literacy skills and/or academic vocabulary in isolation.</u>	Presents instruction that <u>integrates literacy strategies and academic vocabulary within the lesson content.</u>	Provides opportunities for students to independently select and apply <u>literacy strategies.</u>

Underlined text reflects Connecticut Core Standards connections.

18. **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

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

Domain 3: Instruction for Active Learning

<i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and <u>that focus primarily on low cognitive demand or recall of information.</u>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <u>low cognitive demand and/or recall of information</u> with limited opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry.</u>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u>	Includes opportunities for students to <u>generate their own questions and problem-solving strategies, and synthesize and communicate information.</u>
	Instructional resources²⁰ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, 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 connections between concepts.	<u>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</u>
	Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

Underlined text reflects Connecticut Core Standards connections.

20. **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..

Domain 3: Instruction for Active Learning

<i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for student success	Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback²¹ 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.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment²²	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.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

21. **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.

22. **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.

Domain 4: Professional Responsibilities and Teacher Leadership

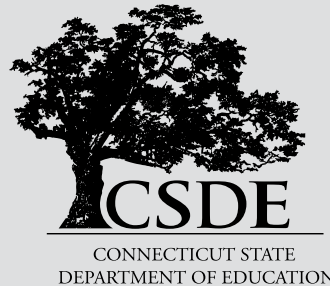
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
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	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to 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 learning²³	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

23. **Connecticut's Definition of Professional Learning:** High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015

Adapted for Student and Educator Support Specialists

*A Rubric for the Observation of Performance and Practice to
Help Identify the Foundational Skills and Competency Standards that will
Prepare Connecticut Students to Succeed in College, Career and Life.*



Connecticut State Department of Education

Contents

Contributors	1
Introduction (<i>CCT Rubric for Effective Service Delivery 2015</i> , Training and Proficiency, Calibration, Observation Process)	2
Comparison of the CT Common Core of Teaching and the <i>CCT Rubric for Effective Service Delivery 2015</i>	4
<i>CCT Rubric for Effective Service Delivery 2015</i> — At a Glance	5
Domain 1: Learning Environment, Engagement and Commitment to Learning	
1a. Promoting a positive learning environment that is respectable and equitable	6
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment	7
1c. Maximizing service delivery by effectively managing routines and transition	8
Domain 2: Planning for Active Learning	
2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge	9
2b. Developing plans to actively engage learners in service delivery	10
2c. Selecting appropriate assessment strategies to identify and plan learning targets	11
Domain 3: Service Delivery	
3a. Implementing service delivery for learning	12
3b. Leading students/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies	13
3c. Assessing learning, providing feedback and adjusting service delivery	14
Domain 4: Professional Responsibilities and Leadership	
4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning	15
4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning	16
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning	17

Contributors

Connecticut State Department of Education (CSDE)

Dr. Dianna R. Wentzell
Commissioner

Talent Office

Dr. Sarah Barzee
Chief Talent Officer

Shannon Marimón
Bureau of Educator Effectiveness
and Professional Learning
Division Director

Project Manager

Kim Wachtelhausen
Bureau of Educator Effectiveness
and Professional Learning
Education Consultant

CSDE Consultants and Contributing Authors

Jay Brown
Bureau of Special Education
Associate Education Consultant

Jocelyn Mackey
Bureau of Health, Nutrition,
Family Services and Adult Education
Education Consultant

Claudine Primack
Bureau of Educator Effectiveness
and Professional Learning
Education Consultant

Kim Traverso, LPC
Education Consultant Bureau of
Health, Nutrition, Family Services
and Adult Education

Committee Members and Contributing Authors

Timothy M. Breslin, Ph.D.
Connecticut Association of Schools
Assistant Executive Director

Carol Bunk
ACES-Village School
Principal

Carole Kerkin
Capital Region Education Council (CREC)
Assistant Director of Student Services

Teresa Cherry-Cruz M.S. CCC/SLP
Bridgeport Public Schools
Director of Speech Language Hearing

Linda DeFrancesco
ACES-Center for Autism and
Developmental Disorders
Principal

Eric Elias
Meriden Public Schools
School Psychologist

Janet Edgren PT, C/NDT
ACES
Chairperson Physical Therapy Internal
Services

Lori Foote-Mitchell
Windsor Public Schools
Director of School Counseling,
Chair Special Education Department

Carl Gross
Region 1 Public Schools
Director of Pupil Services

Jessica Grzegorek
Cromwell Public Schools
Special Education Teacher

Holly Hollander
Cromwell Public Schools
Director of Curriculum

Anne Kipp
Region 9 Easton/Redding Public Schools
Director of School Counseling-Retired

Patricia Sullivan Kowalski
Meriden Public Schools
Director of the Office of Pupil Personnel

Jill LaPlante
Region 5 Public Schools
Director of Counseling Services

Jennifer Luckart M.S., CCC/SLP
Bridgeport Public Schools
Speech Language Pathologist

Rose Morrow, CCC-SLP
ACES – Village School
Assistant Principal

Jane Natoli
Waterbury Public Schools
Instructional Coach

Ellen O'Brien
Bridgeport Public Schools
Teacher

Paula Panos
Region 9 Easton/Redding Public Schools
Director of School Counseling

Elisabeth Pasqua
Waterbury Public Schools
Literacy Coach

Erin Putnam
Region 10 Public Schools
Director of School Counseling 6-12

Deb Richards
Capital Region Education Council (CREC)
Director of Student Services

Julie Sochacki
Waterbury Public Schools
Literacy Teacher

Pam Sordi
Region 16 Public Schools
Director of School Counseling

Linda M. Steller, M.A.
ACES
Teacher of Students with Visual
Impairments

Vanessa Taragowski
ACES
Director Pupil Services/Collaborative
Programs

Vonda Tencza
Hebron Public Schools
Director of Curriculum and Technology

Katy Torres
Waterbury Public Schools
District Literacy Facilitator

Christine VanDeusen
LEARN
Coordinator

Karla N. Vazquez, Psy.S.
Darien Public Schools
Certified School Psychologist

Margaret Walsh
Southington Public Schools
Director of Pupil Services

Patricia Williams
Waterbury Public Schools
Literacy Coach

Ana Wittig
Oak Hill School
Vice President of Education

Richard. P. Zipoli, Ph.D., CCC-SLP
Department of Communication Disorders
Southern Connecticut State University
Assistant Professor

Introduction

The Connecticut State Department of Education (CSDE) recognizes the challenges faced by districts in the evaluation of educators who teach in non-tested grades and subjects. A group of these individuals is referred to as student and educator support specialists (SESS). Support specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with support specialists. This rubric was purposefully developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners.

In spring 2015, phase 1 of a validation study of the *CCT Rubric for Effective Service Delivery* began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* is offered as an option for use as part of a district’s evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC). Specifically, school psychologists, speech and language pathologists, school social workers and school counselors may find this adapted rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

Training and Proficiency

The *CCT Rubric for Effective Service Delivery 2015* may be used by trained and proficient evaluators to observe a support specialist. Accurate and reliable evaluation of the domains, indicators and attributes can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts as well as a supplemental handbook to guide their ratings.

IMPORTANT! The CCT Rubric for Effective Service Delivery 2015 is not a checklist with predetermined points. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to high quality feedback and inform professional learning opportunities to advance professional practice.

Calibration

To ensure consistent and fair evaluations across different observers, settings and educators, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching or service delivery will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Service Delivery 2015* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.

Introduction

Observation Process

The *CCT Rubric for Effective Service Delivery 2015* can be used by trained and proficient evaluators to observe SESS practices. Each educator shall be observed, at a minimum, as stated in the Connecticut Guidelines for Educator Evaluation. In order to promote an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via e-mail, comprehensive write-up or both), within days of an observation. Specific, actionable feedback is also used to identify professional learning needs and tailor support to address those needs.

Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal-setting conference for SESS providers, it will be important to discuss with an evaluator the various learning environments where opportunities for observation can occur. Although the Connecticut Guidelines for Educator Evaluation do not specifically define these types of observations, the state model known as the System for Educator Evaluation and Development (SEED), provides the following definitions:

Formal In-Class/Learning Environment Observations:

At least 30 minutes followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class/Learning Environment Observations:

At least 10 minutes followed by written or verbal feedback.

Non-classroom Observations/Reviews of Practice: Include, but are not limited to, observation of data team meetings or team meetings focused on individual students or groups of students, observations of early intervention team meetings, observations of individual or small group instruction with a student outside the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff or families, and leading schoolwide initiatives directly related to the support specialist's area of expertise.

The following protocol may be used for conducting a formal in-class/learning environment observation that requires a pre- and post-conference:

- A. Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the service provider in order to understand the context for the work to be observed, including the objectives for the activity; the service to be delivered; how effectiveness of the activity will be assessed before, during and after; what materials and resources will be used.
- B. Observation:** Evaluators will collect evidence mostly for Domains 1 and 3 during the in-class observation.
- C. Post-Conference:** The post-observation conference gives the service provider the opportunity to reflect on and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.
- D. Analysis:** The evaluator analyzes the evidence gathered during the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Service Delivery 2015*.
- E. Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2015*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the service provider. Although each attribute within an indicator may not be applicable to the service provider's role or the specific learning environment where the observation is taking place, a trained evaluator should be able to collect evidence for most attributes within each indicator during an academic year.





Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2015

The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015* is completely aligned with the CCT. The *CCT Rubric for Effective Service Delivery 2015* will be used to evaluate a service provider's performance and practice, which accounts for 40 percent of his or her annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and represented within the state model, the System for Educator Evaluation and Development (SEED).

Because service delivery is a complex, integrated activity, the domain indicators from the CCT Foundational Skills (2010) have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of 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 service provider's performance and practice.

CT Common Core of Teaching Standards		CCT Rubric for Effective Service Delivery 2015		Generally Observed
Domain 1	Content and Essential Skills, which includes The CT Core Standards and other CT content standards			<i>Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric</i>
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Learning Environment, Engagement and Commitment to Learning	In-class/Learning Environment Observations
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	Service Delivery	In-class/Learning Environment Observations
Domain 5	Assessment for Learning			<i>Now integrated throughout the other domains</i>
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Leadership	Non-classroom Observations/ Reviews of Practice

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p> Domain 1: Learning Environment, Engagement and Commitment to Learning</p>	<p> Domain 2: Planning for Active Learning</p>
<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</p> <p>1c. Maximizing service delivery by effectively managing routines and transition.</p>	<p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <p>2b. Developing plans to actively engage learners in service delivery.</p> <p>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</p>
<p> Domain 3: Service Delivery</p>	<p> Domain 4: Professional Responsibilities and Leadership</p>
<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing service delivery for learning.</p> <p>3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing learning, providing feedback and adjusting service delivery.</p>	<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:					
INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.¹					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for learner diversity²	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
	High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means 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.

Domain 1: Learning Environment, Engagement and Commitment to Learning

<i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
	Promoting social and emotional competence³	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies ⁴ and take responsibility for their actions.

3. Social competence is 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, and Rhee, 2000).

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

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁵		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.

5. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning

Service providers design⁶ academic, social/behavioral, therapeutic, crisis or consultative plans⁷ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Standards alignment	Designs plans that are misaligned with relevant Connecticut content standards ⁸ or discipline-specific state and national guidelines.	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data ⁹ to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to develop their own objectives.

6. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.

7. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.

8. Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).

9. Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

<i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2b: Developing plans to actively engage learners in service delivery.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
	Resources¹⁰ and flexible groupings¹¹ and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.

10. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, 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.

11. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 2c: Selecting appropriate assessment strategies¹² to identify and plan learning targets.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
	Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
	Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

12. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing service delivery¹³ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Purpose of service delivery	Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
	Precision of service delivery	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
	Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
	Level of challenge	Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.

13. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Uses tasks and questions that do not engage learners in purposeful learning.	Uses tasks or questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
	Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction, and choice of available resources or flexible groupings.
	Learner responsibility and independence	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3c: Assessing learning, providing feedback¹⁴ and adjusting service delivery.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.
	Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.
	Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery¹⁵	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.

14. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

15. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership

<i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Self-evaluation/ reflection	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
	Professional learning	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.
	Ethical conduct	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.
	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.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, 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.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
	Stakeholder¹⁶ engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.
	Culturally responsive communications¹⁷ with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.

16. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

17. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues²⁴	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
	Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . ²⁵	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

24. **Colleague:** A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

25. **Connecticut Code of Professional Responsibility for Teachers:** A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).



DATE: Click here to enter text. ADMINISTRATOR: Click here to enter text.

SCHOOL: Click here to enter text. TEACHER: Click here to enter text.

_____ Administrator Signature _____ Date
_____ Teacher Signature _____ Date

MEETING ATTENDED BY: Click here to enter text.

IMPROVEMENT AND REMEDIATION PLAN – 45 DAYS:

START DATE: Click here to enter text.

END DATE: Click here to enter text.

Indicator(s) of professional practice needing immediate attention (CCT Standards):

- CCT Standard
- CCT Standard

Professional Development Objective(s) and Action Plan

Objective 1:

Action Plan (What steps will be taken to reach the objective):

Measures of Success (How will the objective be measured):

Support and Resources (What opportunities, trainings, peer observations, etc. will take place to support the staff member):

OBJECTIVE ONE OUTCOME (to be completed by administrator – summary and numeric evidence):

Objective 2:

Action Plan (What steps will be taken to reach the objective):

Measures of Success (How will the objective be measured):

Support and Resources (What opportunities, trainings, peer observations, etc. will take place to support the staff member):

OBJECTIVE ONE OUTCOME (to be completed by administrator – summary and numeric evidence):

RECOMMENDATION:

- I/R Plan successfully completed. Return to previous phase.
- I/R Plan partially successful with acceptable progress; 30 school-day extension granted.
- I/R Plan unsuccessful progress; 30 school-day extension granted - revise plan.
- I/R Plan revised, continue in I/R until next progress meeting on:
- I/R Plan progress is unsatisfactory. Refer to Office of Talent Management and Legal.



Name:	School:
Position:	Date:

Change of Phase Action Plan

Improvement/Remediation Areas (Domain)	Recommendation to Address Area of Concern	Resource/Assistance (Who will support with implementation of recommendation)	Expected Outcome	Time Frame

Signature of Teacher

Date

Signature of Administrator

Date

Name:	School:
Position:	Date:

Action Plan Outcomes

Recommendation to Address Area of Concern	Action Notes	Outcome/Scores

Signature of Teacher

Date

Signature of Administrator

Date



DATE: Click here to enter text. ADMINISTRATOR: Click here to enter text.

SCHOOL: Click here to enter text. TEACHER: Click here to enter text.

_____ Administrator Signature _____ Date

_____ Teacher Signature _____ Date

MEETING ATTENDED BY: Click here to enter text.

IMPROVEMENT AND REMEDIATION PLAN – 45 DAYS:

START DATE: Click here to enter text.

END DATE: Click here to enter text.

Indicator(s) of professional practice needing immediate attention (CCT Standards):

- CCT Standard
- CCT Standard

Professional Development Objective(s) and Action Plan

Objective 1:

Action Plan (What steps will be taken to reach the objective):

Measures of Success (How will the objective be measured):

Support and Resources (What opportunities, trainings, peer observations, etc. will take place to support the staff member):

OBJECTIVE ONE OUTCOME (to be completed by administrator – summary and numeric evidence):

Objective 2:

Action Plan (What steps will be taken to reach the objective):

Measures of Success (How will the objective be measured):

Support and Resources (What opportunities, trainings, peer observations, etc. will take place to support the staff member):

OBJECTIVE ONE OUTCOME (to be completed by administrator – summary and numeric evidence):

RECOMMENDATION:

- I/R Plan successfully completed. Return to previous phase.
- I/R Plan partially successful with acceptable progress; 30 school-day extension granted.
- I/R Plan unsuccessful progress; 30 school-day extension granted - revise plan.
- I/R Plan revised, continue in I/R until next progress meeting on:
- I/R Plan progress is unsatisfactory. Refer to Office of Talent Management and Legal.

