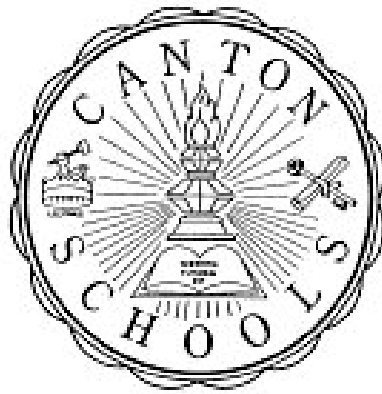# Canton Public Schools

System for Educator Evaluation and Development Evaluation Plan

2019-2020

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This Plan and all related forms and support materials are available for download at www.cantonschools.org.

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Introduction

The Canton Public Schools' Educator Evaluation Plan covers all certified persons represented by the Education Association of Canton (EAC). The evaluation process is based on these foundations: the Common Core of Teaching, Canton Board of Education Goals, district and school goals, the Connecticut Rubric for Effective Teaching, a significant body of research, and our work with Revision Learning.

> Becoming an expert teacher is not an inborn gift bestowed upon a chosen few, but a journey through a challenging, rose-filled and often thorny garden that requires constant focus and attention.

We care about...
- Our children, our community, and the best education we can provide
- Making sure our resources are used most effectively to deliver opportunities for a great education

We believe all children deserve to…
- Be treated with respect and dignity in the classroom
- Have a well-rounded curriculum and first-class resources
- Have supportive adults who share the responsibility for their achievement and well-being
- Be encouraged to reach their highest potential

We believe all children are entitled to...
- Equal opportunities to experience a high-quality educational program
- An education that is supportive, challenging, and rewarding
- A learning environment that is safe and secure and supports their individual growth
- A comprehensive education that meets their needs
- The best efforts of the entire Canton community

We believe all children shall have the benefits of...
- Challenges that stretch them as individuals
- Quality programs that will prepare them for life after graduation
- An informed, caring staff who will provide them with a motivating, enriching curriculum
- A caring community

B. TEACHER EVALUATION COMMITTEE

Chairs

Dr. Jordan E. Grossman, Assistant Superintendent
Susanne Russell, Education Association of Canton

Board of Education Representative

Julie Auseré

Administrative Representative

Kevin Hanlon

Cherry Brook Primary School

Linda Caraher
Laurie Burrill

Canton Intermediate School

Kathy Magarian
Tina Roy

Canton Middle School

Susanne Russell

Canton High School

Marsha Jorgensen
Michelle Ott

Overview

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 one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

Educator evaluation is the cornerstone of this approach and the Plan will contribute to the improvement of our schools. High-quality evaluations are necessary for the individualized professional development and support that every educator needs. Evaluations will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our classrooms, and instill our community with even greater confidence in our schools.

A. DESIGN PRINCIPLES

Use multiple, standards-based measures of performance

An evaluation plan that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of each teacher's performance. The new Plan defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and student feedback (5%).

> Even the best teacher dreams of becoming better.
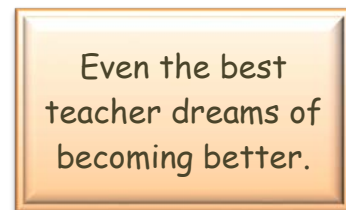
Promote professional judgment and consistency

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, this Plan aims to minimize the variance among our school leaders' evaluations of classroom practice and support fairness and consistency within and across the Canton Public Schools.

Foster dialogue about student learning

This Plan hinges on both the inherent values of self-evaluation and of the professional conversations among teachers and administrators. The dialogue in the new Plan occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

Encourage feedback and professional development to support teacher growth

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

B. EVALUATION CATEGORIES AND FOCUS AREAS

The Plan consists of multiple measures to paint an accurate and comprehensive picture of each teacher's performance. All of Canton's teachers will be evaluated in four categories, which are grouped into two major focus areas as shown in the visual representation (Figure 1) below.

The four categories are:
1. Observation of Teacher Performance (40% of final evaluation)
2. Parent Feedback (10% of final evaluation)
3. Student Growth (45% of final evaluation)
4. Student Feedback (5% of final evaluation)

Observation of Teacher Performance (40%) and Parent Feedback (10%) are then combined into the first focus area which is Teacher Practice. Student Growth (45%) and Student Feedback (5%) are combined into the second focus area which is Student Outcomes.

Figure 1

Student Outcomes
50%

Teacher P...
50%

◀BACK

Student Feedback
5%

**Teacher
Performance
40%**

**Student Growth
45%**
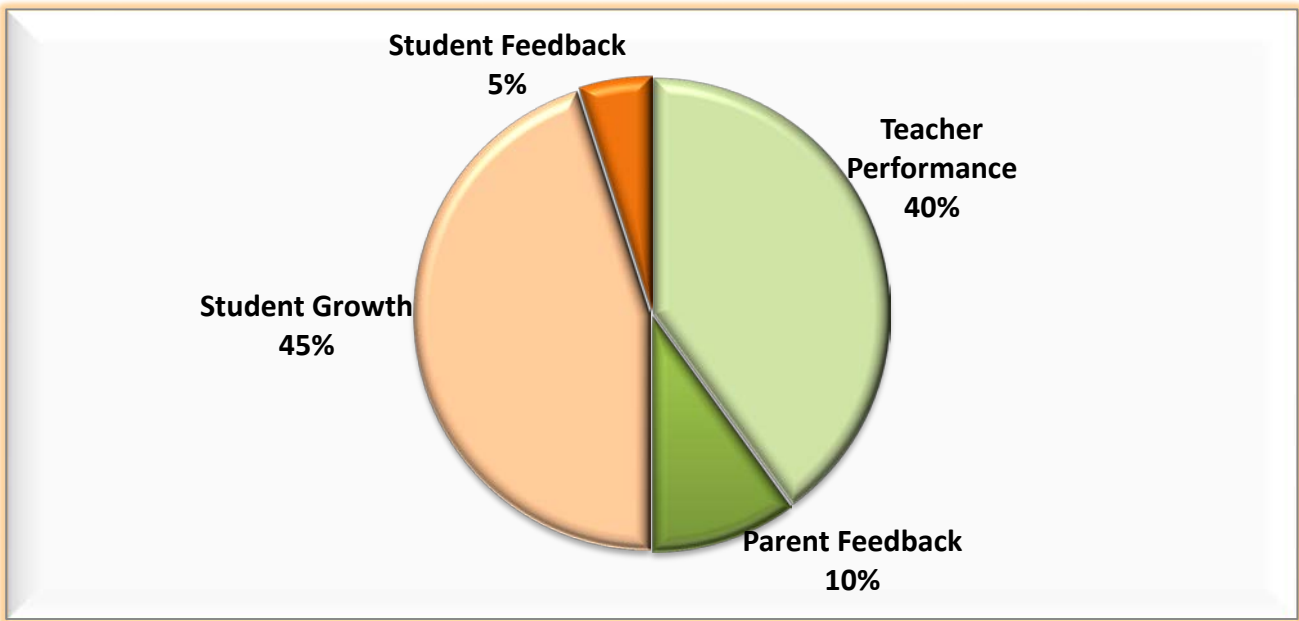
**Parent Feedback
10%**

C. DEFINITION OF CATEGORIES

The two Teacher Practice Indicators are Teacher Performance (40%) and Parent Feedback (10%)

Teacher Performance

In Canton, a combination of self-evaluation, goal-setting to improve practice, and classroom observations will be used to evaluate the teacher's knowledge and application of a complex set of skills and competencies. The Plan includes five Domains, based on the work of Marshall and the CCT Rubric.

Parent Feedback

Involvement of parents in the education of their children is a key factor in successful schools. Each school will collect and analyze feedback from parents in a variety of achievement and environment-related categories and use the data to set a collaborative school-wide goal. Surveys must be reliable, representative, and anonymous. The data will be re-collected at the end of a specified period of time. Supervisors will then use their teachers' collective success and each teacher's individual professional contributions to the achievement of this goal when assessing this category.

The two Student Outcomes Indicators are Student Growth (SLOs) (45%) and Student Feedback (5%)

Student Growth

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 to be measured for teacher evaluation purposes, the teacher must analyze his/her own achievement data from the previous year's class, as well as the current level of achievement for his/her incoming students. Data analysis will lead to goal setting, and the ongoing collection of data, as well as the end-of-the year data, will become the measurement of success.

Student Feedback

Student feedback will be used similarly to parent feedback in that each school will collect and analyze feedback in a variety of classroom and school environment-related categories and then use the data to set a collaborative school-wide goal. Teachers may also choose to use their own classroom data collections, depending upon their instructional goal in the Teacher Performance category. The same parameters for effective surveying apply.

D. RUBRICS

Underlying Principle: The purpose of the four Teacher Performance Domains is to improve instruction, which will result in increased student learning. The guiding assumptions in this process are:
- Every teacher believes instructional improvement is always desirable and possible
- Every teacher believes that excellent instruction is the foremost factor in each student achieving his/her highest potential.
- It is the professional community's responsibility to define clear performance and accountability measures for teaching, student learning, and professional responsibility.
- Fulfilling these three assumptions will promote a positive educational climate.

The four Teacher Evaluation Performance Domains are the culmination of current research about exceptional teaching practices; through the use of specific indicators at each level of performance, they summarize these four domains of exceptional teaching:

1. Classroom Environment, Student Engagement and Commitment to Learning
2. Planning for Active Learning
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

> Effective teacher evaluation is a powerful combination of reflection, collaboration, and anticipated growth; the teacher should be the lead in it.

Self-evaluation using the rubrics is a key component of the Plan, in that only highly reflective teachers can improve their instructional practice.

E. PERFORMANCE RATINGS OVERVIEW

Based on the Rubrics, and throughout all five of the domains, there are four ratings:

- **Exceeds Standards (4)**
- **Meets Standards (3)**

- **Needs Improvement (2)**
- **Does Not Meet Standards (1)**

Having four ratings allows supervisors and teachers to clearly distinguish between effective and ineffective teaching practices. An exceptional rating, "**Exceeds Standards**," also provides an exemplary benchmark towards which even very good teachers can strive.

"**Meets Standards**" is the *expected* standard for Canton teachers. Most teachers will fall within this rating. Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down *in relationship to this expected standard*. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards**," which represents the ideal – a reachable, but truly exceptional goal.

F. TIMELINE

The following timeline (Figure 2) is familiar to current teachers in Canton.

- All teachers were fully trained in the new Teacher Evaluation Plan and Process during Professional Development sessions. Thereafter, Professional Development regarding the implementation of the Plan will focus on updates and changes to the Plan, as well as identification of effective classroom strategies and the analysis of data. A full orientation will be provided only for teachers new to the District. Support materials, including exemplary samples of all four Domains, will also be made available.
- In addition to the following timeline, a supervisor may request a conference with the teacher, using the four Teacher Practice Domains, at any time areas of concern related to one or more of the rubrics become apparent.

Figure 2	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Teacher Orientation to new Evaluation Plan (Professional Development)	X										
All teachers complete a self-evaluation using the four Domains for Teacher		X								X	
Standardized data distributed to teachers	X										
School Faculty Meeting (set school-wide Parent Feedback Goal and school-wide Student Feedback Goal)		X									
Teacher writes Teacher Practice Goal, SLOs, individual Parent Feedback Goal, individual Student Feedback Goal		X									
Teachers and grade-level teams collect and analyze data and student work samples		X	X	X	X	X	X	X	X	X	X
Fall Goal-Setting Conference (Teacher and Supervisor)			X								
Teacher completes the mid-year self-evaluation form for all goals						X					
Mid-Year Check-in with Supervisor on goals							X				
Parent and Student Surveys administered by Principal									X		
New teacher/Non-tenured teachers have meeting with supervisor to discuss plans for the following year based on performance									X		
Teacher Completes the Summative self-evaluation on ALL goals; prepares data and artifacts										X	
Teacher completes a self-evaluation using the four Rubrics for Teacher Practice										X	
End-of-Year Check-in with Supervisor on goals											X

Part 1: Teacher Practice

<u>Underlying Principle</u>: Accomplished teachers are continuous, self-reflective learners. They are relentless in their quest to find the right combination of instructional strategies, motivational techniques, and appropriate content to allow all students to excel. The Rubrics provide both teachers and administrators the opportunity to reflect upon performance patterns relative to the Canton Public Schools' Standards, to the Common Core of Teaching, and to quality research. Each Rubric is designed to provide teachers with a profile of their strengths as well as areas in which to set goals for improvement.

Effective implementation of the four Domains will accomplish these objectives:
1. Define, recognize, and reinforce exemplary teaching through specific indicators
2. Provide guided assistance in helping teachers individually and collectively identify next steps
3. Provide follow-up structures to support a teacher's areas of weakness
4. Provide information to the Principal and district about Professional Development needs

Thus for these principles to be enacted, the role of the Supervisor is an essential one. To that end, Canton's Administrators/Department Chairs are provided with a minimum of 18 hours of professional development in each year, and engage in ongoing professional development throughout every school year. Supervisory professional development will focus on the underlying principles above and throughout this document, including, but not limited to: calibrating their classroom observation skills with other district supervisors; identifying effective classroom techniques and instructional strategies; using data effectively to write SMART goals, Student Learning Objectives (SLOs), and Indicators of Academic Growth (IAGDs); providing effective and honest face-to-face and written feedback; distinguishing between objective and subjective evaluation; providing special assistance; and using the District's management system *Protraxx* to assess proficiency and calibration. The Canton Administrators/Department Chairs/Teachers have participated in training and have conducted *Instructional Rounds* for the past 5 years. This process happens 6-8 times a year and allows the team to come to understand rigor, higher order thinking, student engagement, and what makes up excellent teaching. On an ongoing basis, we will continue to calibrate what we view as superior instruction to make sure we are consistent in our practices. The team will also work collaboratively to understand its surveying and survey analysis processes and the inter-connectedness of evaluation to the District's other initiatives, such as PBIS, Common Core alignment, and 21st Century skills and technology-integration.

A. THE RUBRIC PROCESS
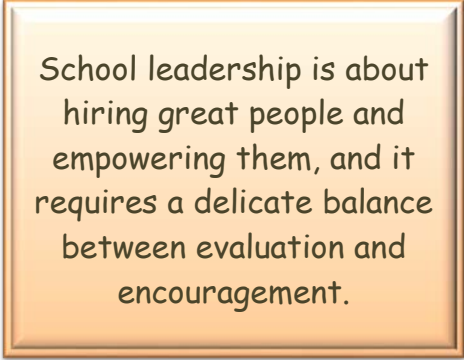
First, the teacher and supervisor will *both* complete the four Teacher Practice Domains independently by selecting one indicator for each letter in the rubric. The indicator for each letter should be clearly highlighted, or circled, thereby creating an easily recognizable visual pattern. Then, in a private conference, the teacher and supervisor will meet to discuss areas of strength and areas for improvement. The <u>differences</u> in their rubric evaluations and <u>all areas in need of improvement</u> (i.e., any ratings in the bottom two bands) should be discussed.   The supervisor and teacher should also discuss strategies for improvement.

The Rubric evaluation and discussion will take place in October and May. It serves as both a factor in the teacher's summative evaluation for that year *and* as the vehicle for developing the following year's Teacher Performance Goal(s) for the annual fall goal-setting conference.

If, in the evaluation process, the supervisor and teacher disagree about a specific qualifier in the rubric, the teacher may present evidence for the supervisor to consider and a follow-up conference will be held to review the evidence. At that time, the supervisor's rubric findings may be changed. If the teacher provides evidence, and the parties still disagree, *and* the disputed qualifier changes the overall rubric evaluation, the teacher may initiate dispute resolution. If the teacher does not provide evidence, the supervisor's rating stands.

B. THE OBSERVATION PROCESS

Each teacher should be observed a minimum of 2 times per year. All observations should be followed by feedback, either verbal (e.g., a post-conference,) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, *within two days of the observation*. The Observation Form, which is aligned to the rubrics, is an excellent tool for providing feedback. Supervisors can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines in Figure 3.

> School leadership is about hiring great people and empowering them, and it requires a delicate balance between evaluation and encouragement.

The required form for this plan is called "Observation Form" and is based on the same research-based principles of effective teaching described in the rubrics. Canton ascribes to the belief that teachers and supervisors alike should know at the beginning of the year the agreed-upon criteria for effective teaching. They should also recognize that trust and support result from what happens in the *post-observation* conference. It is in *post*-conference, that the supervisor comes to understand the teacher's decision making in the lesson, appreciates and identifies the productive teaching skills, and enables the teacher to grow in effectiveness. Therefore, 'traditional' pre-conferences are not required and should be replaced with other, more contemporary and meaningful pre-observation activities, such as collaborative lesson planning, data team analysis and planning, instructional modeling, and so on, in which both the teacher and supervisor participate.

Supervisors should at least two times a year meet with Year 1 and Year 2 teachers and teachers who are receiving 'Special Assistance' to go over the lesson planning phase in a pre-conference. Supervisors may also regularly attend grade-level team meetings and use team discussions as a framework for later observations.

Observations from 10 – 40 or more minutes may occur at any time and will always be followed by verbal and/or written feedback. Whenever an observation form is completed, after the post-conference discussion, both the supervisor and teacher must sign-off to acknowledge the observation is complete. The supervisor and the teacher should both retain copies.

Supervisors are not expected to provide an overall rating for each observation, but they should use observations to collect evidence for the summative assessment of both the Teacher Practice Rubrics and the teacher's Teacher Practice Goal. During observations, evaluators should note specific, evidence-based details about what the teacher and students said and did in the classroom. The supervisor might record "[Teacher's name] asked, 'Which events led up to the Alaskan oil spill?'" which is factual, rather than "[Teacher's name] asks good questions," which is judgmental. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the Observation Form/Rubric and *then* make a judgment about which performance level the evidence supports.

A Supervisor's evaluation of a teacher may be based on observations of the teacher in the classroom, in the halls or on the playground, in PPTs, in conferences with parents, at Professional Development activities, at team meetings, at faculty meetings, and so on. These are examples of the term Review of Practice. It may also be based on written lesson plans, teacher-created materials, samples of student work, data collections, and so on.

Classroom walk-through data collections may have a dual purpose. First, the data collected electronically may be used by a grade-level team or the whole school to document progress towards a shared instructional goal; for example, to document an increase higher-order questioning or to document a reduction in transitioning time. In such cases, an individual teacher's data *should not be* reported out to the larger group without the teacher's permission. Second, the individual teacher and supervisor may choose a specific electronic tool to support an individualized goal. For example, the teacher might seek to improve a group of students' on-task behavior or to increase classroom engagement during discussions. In this case, the data *should* be shared with the teacher, and the teacher may count such data as evidence of improved performance.

If, in the course of any classroom walk-throughs, whenever a supervisor sees a pattern of concern he/she would like to address with a teacher, the walk-through should be followed by a classroom observation with post-conference feedback.

It is understood that, at any time, without notice, a supervisor may observe a teacher during any professional activity.

Figure 3

Teacher Category	Observations
First and Second Year Novice Teachers	• 3 or more In-Class Formal /Informal Observations • All of which include a post-conference with verbal and written feedback • 2 of which include a pre-planning conversation • 2 of which are 30+ minutes
Teachers Who Do Not Meet Standards Teacher Improvement and Remediation Plan	• 6 or more In-Class Formal/Informal Observations (within 120 days) • Address specific performance indicators, as outlined in the Special Assistance Plan • All of which include a post-conference with verbal and written feedback • All of which are 30+ minutes
Teachers Who Meet Standards or Above	• 2 or more In-Class Formal/Informal Observations/Review of Practice • 1 of which must be 30 minute Formal Observation • All of which include verbal and written feedback

C. FEEDBACK

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

- Specific evidence and ratings, where appropriate, on observed components of the Rubrics or of the teacher's Performance Goal
- Prioritized commendations and recommendations for 'next steps' planning
- Next steps and recommendations for supports the teacher can use to improve his/her practice
- A timeframe for follow-up if follow-up is requested.

D. RATINGS

Based on the rubrics, there are four ratings: Exceeds Standards (4), Meets Standards (3), Needs Improvement (2), and Does Not Meet Standards (1).

For evaluation purposes, a final rating will be made for each of the four rubrics by adding the numeric value of each indicator and dividing by the total number of indicators *for that rubric*. This is necessary because the rubrics themselves are weighted.

When a teacher's rating in one or more of the rubrics falls below "Meets Standards," a Special Assistance Plan for improvement must be put in place. It is not necessary that a teacher be placed on "Needs Improvement" prior to being placed on "Does Not Meet Standards."

The supervisor's complete final set of the five domains, highlighted, and the Teacher Evaluation Rubrics Summary or the non-classroom teacher Evaluation Rubrics Summary will be signed by the supervisor and the teacher and given to the supervisor to forward to Central Office where it will be kept in the teacher's personnel file.

> The three questions that deserve million-dollar price tags are those we pose as teachers every day:
>
> 1. Are my students experiencing the education I hope for them?
> 2. How do I know?
> 3. And, if some are not, how can I help?

E. PERFORMANCE RUBRICS

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

[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 language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

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

1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1b	Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

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

[4]***Social competence:*** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

[5] ***Proactive strategies:*** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1c	Maximizing instructional time by effectively managing routines and transitions[6].			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

[6] ***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.

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 challenge[7] for all students.

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

Text in RED reflects Common Core State Standards connections.

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

[8] ***Lesson plan:*** a purposeful planned learning experience.

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

[10] ***Literacy strategies:*** 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.

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.

Attributes	**Does Not Meet Standards**	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
				In addition to the characteristics of Proficient, include one or more of the following for each attribute:
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources[13] and flexible groupings[14] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

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

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

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

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

2: Planning for Active Learning

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

Indicator 2c	Selecting appropriate assessment strategies[15] to monitor student progress.

	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes **OR** strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

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

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).

2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

3: Instruction for Active Learning

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

Indicator 3a	Implementing instructional content[16] for learning.

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

Text in RED reflects Common Core State Standards connections.

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

[17] *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.

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

Text in RED reflects Common Core State Standards connections.

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

3: Instruction for Active Learning

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

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

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

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

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

4: Professional Responsibilities and Teacher Leadership

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

Indicator 4a	Engaging in continuous professional learning to impact instruction and student learning.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
Teacher self-evaluation/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 impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

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

Indicator 4b	Collaborating to develop and sustain a professional learning environment to support student learning.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.		Acts in accordance with ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.

4: Professional Responsibilities and Teacher Leadership

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

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

F. ADDITIONAL RUBRICS
Reading or Curriculum Specialist/Consultant/Coordinator

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	Reading or Curriculum Specialist/Consultant
				Curriculum, Instruction, and Assessment
				Aligns curriculum and instruction with State, district, and school assessments and goals
				Develops calendars or scope and sequence maps of curriculum and content standards
				Writes and models mini-lessons and lessons using research-based instructional strategies when appropriate
				Works with the Assistant Superintendent, Principals, other Coordinators, and teachers to improve continuity across the grades in curriculum and instruction
				Keeps abreast of developments in job-specific curricula and instruction, including new technologies
				Updates the curricula in *Curriculum Mapper* as changes are made and assessments developed
				Leadership and Management
				Conducts and/or participates in grade-level meetings to improve curricula and instruction; such as, but not limited to demonstrating/modeling difficult concepts, developing common assessments, analyzing data, revising units, performing virtual experiments, suggesting or demonstrating supplementary materials (CD's, websites)
				Works directly with teachers in the classroom to implement the most effective instructional strategies
				Provides strategies for differentiating instruction
				Leads professional development to enhance instruction, as requested by the principal
				Confers regularly with the principal and works collaboratively on school goals
				Takes initiative in solving problems, establishing collaboration among staff members, and communicating a vision within the school
				Trains and supervises paraprofessionals and tutors, as assigned
				Supervises the budgeting, care, use, and inventory of the related resources

Overall Rating:

_____ Exceeds Standards

_____ Meets Standards

_____ Needs Improvement (Placement in Special Assistance)

_____ Does Not Meet Standards (Placement in Administrative Concern)

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:
[Optional, attached]

Teacher's signature: _____ Date: _____
[Teacher's signature indicates he/she has seen and discussed the evaluation. It does not necessarily denote agreement.]

Department Chair and Director of Guidance

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	Department Chair Director of Guidance
				Management and Leadership
				Confers regularly with the principals and works collaboratively on school goals
				Contributes to school-based leadership teams and collaborates with other chairpersons on interdepartmental matters
				Takes initiative in solving problems and establishing collaboration
				Takes initiative in setting a vision within the department and the school
				Collects and analyzes data about student achievement and progress in coordination with departmental goals
				Maintains effective department organization, including: chairing meetings with middle school and high school teachers accordingly; providing clear, timely agendas; facilitating and archiving notes and decisions; providing resources, etc.
				Publicizes the department's programs and students' achievements, both within and outside the schools
				Positively represents the department and school leadership team within the school community, including Board of Education meetings, Open Houses, curriculum nights, etc.
				Acts as liaison (mediates, bridges, coordinates) among department members, students, and parents as appropriate
				Curriculum, Instruction, and Assessment
				Aligns curriculum and instruction with State, District, and school assessments and goals
				Writes and models mini-lessons and lessons using research-based instructional strategies when appropriate
				Works with the Assistant Superintendent, Principals, other Department Chairs, and teachers to improve continuity across the grades in curriculum and instruction
				Keeps abreast of developments in content area and instruction, including new technologies
				Oversees the updating of the curricula in *Curriculum Mapper* as changes are made and assessments developed
				Supervision
				Supervises the development of departmental curricula and the use of appropriate instructional strategies
				Observes department members engaged in their jobs and makes specific suggestions for the improvement of instruction and/or professional interactions

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	**Department Chair** **Director of Guidance**
				Oversees the Professional Growth Plans of department members
				Promotes the professional growth and development of department members and plans for specific professional development as needed
				Confers frequently with department members, both individually and as a group
				Coordinates the overall evaluation of classroom instruction, including the use of classroom walk-throughs, observations, mentoring, coaching, modeling, etc.
				If holding an 092 certification, evaluates department members
				Budget
				Supervises the budgeting, care, use, and inventory of the department's resources
				Evaluates new texts and materials according to District guidelines
				Screens requests, prepares budget, and administers the department budget through *Budget Sense*

Overall Rating:

_____ Exceeds Standards

_____ Meets Standards

_____ Needs Improvement (Placement in Special Assistance)

_____ Does Not Meet Standards (Placement in Administrative Concern)

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:
[Optional, attached]

Teacher's signature: _____ Date: _____
[Teacher's signature indicates he/she has seen and discussed the evaluation. It does not necessarily denote agreement.]

Library Media Specialist

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	Library Media Specialist
				Management and Leadership
				Provides full library services including scheduling and use of library areas and computer stations for all students and staff
				Creates an inviting environment for students and staff
				Provides program planning, curriculum development, facility use, and budget development
				Coordinates the acquisition and circulation of collections that enrich the curriculum and promote learning
				Develops operational procedures for all functions of the library which ensure its smooth delivery of services and protect its resources
				Develops library media programs that support the philosophy, goals, and objectives of the District and meet regional, state, and professional standards
				Encourages the use of appropriate technologies to support teaching and learning
				Works persistently to make students, teachers and parents familiar with fine books and other materials for young people
				Actively promotes the use of appropriate and high-quality text materials and Internet resources in the media center and elsewhere in the schools
				Curriculum, Instruction, and Assessment
				Aligns curriculum and instruction with State, District, and school assessments and goals
				Writes and models mini-lessons and lessons using research-based instructional strategies when appropriate
				Works with the Assistant Superintendent, Principals, Department Chairs, and teachers to improve continuity across the grades in curriculum and instruction
				Keeps abreast of developments in content area and instruction, including new technologies
				Oversees the updating of the curricula in *Curriculum Mapper* as changes are made and assessments developed
				Instruction
				Writes and updates, using *Curriculum Mapper*, an engaging information literacy curriculum aligned to State and District standards
				Instructs students in research, technology, and identifying, locating, and interpreting information housed in and outside the library media center
				Promotes literature appreciation and reading for pleasure beyond the classroom

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	**Library Media Specialist**
				Ensures that the media center curriculum and resources address the needs of all levels of readers in the school community
				Informs teachers, administrators, students, and parents of new materials, equipment, and services that meet their information needs
				Conducts book talks and/or lessons providing library instruction for students in consultation with the principal and teachers
			Consultation	
				Seeks to integrate library media activities with instructional units in building-level programs
				Consults with planning committees and architects when new or remodeled media center facilities are designed
				Works closely whenever possible, with principals and reading consultants to find ways for the media center to further the school's efforts at helping students improve reading skills

Overall Rating:

_____ Exceeds Standards

_____ Meets Standards

_____ Needs Improvement (Placement in Special Assistance)

_____ Does Not Meet Standards (Placement in Administrative Concern)

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

Teacher's signature: _____ Date: _____
[Teacher's signature indicates he/she has seen and discussed the evaluation. It does not necessarily denote agreement.]

CCT Rubric for Effective Service Delivery

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].			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
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 student 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 encourages to take risks by respectfully questioning or challenging ideas presented.
High expectations for student 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

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1b | Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.[1].

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
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 competence[3]	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]			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
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 design[6] academic, social/behavioral, therapeutic, crisis or consultative plans[7] 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.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
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 leaners.	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 a whole group, small group 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

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 2b	Developing plans to actively engage learners in service delivery.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
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.
Resources[10] and flexible groupings[11] 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 or 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 strategies[12] to identify and plan learning targets.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
Selection of assessment and interpretation of results	Does not use knowledge of learners' abilities, development level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learner' 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 assess learning 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 minor 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 delivery[13] for learning.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
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 service 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.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
Strategies, tasks and questions	Use 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 feedback[14] and adjusting service delivery.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
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 delivery[15]	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, leaners' 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

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4a	Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.

Attributes	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
				In addition to the characteristics of Proficient, include one or more of the following for each attribute:
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.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**
Attributes				*In addition to the characteristics of Proficient, include one or more of the following for each attribute:*
Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in require meetings and uses some outcomes of discussion 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 support colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to depend 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	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.			
	Does Not Meet Standards	**Needs Improvement**	**Meets Standards**	**Exceeds Standards**

Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Attribute	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
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.
Stakeholder[16] 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 require reports and conferences, and makes some attempts to build relationship 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 communications[17] with stakeholders.	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating 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 communication 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 an effective and support connectedness between home and school experiences.

TEACHER PRACTICE Summary – Worksheet

Teacher's Name: Date:

School: Teacher Assignment:

Supervisor:

Ratings on Teacher Performance Rubrics: (Average to a tenth of a decimal point and multiply by weight)

1. **Classroom Environment, Student Engagement and**   _____ **x .25 =** _____
   Commitment to Learning
   *Each attribute in this domain is scored at 14.3%

1. **Planning for Active Learning**   _____ **x .25 =** _____
   *Each attribute in this domain is scored at 12.5%

2. **Instruction for Active Learning**   _____ **x .25 =** _____
   *Each attribute in this domain is scored at 9.1%

3. **Professional Responsibilities and Teacher Leadership**   _____ **x .25 =** _____
   *Each attribute in this domain is scored at 12.5%

Overall Teacher Performance Rating: **Score:** _____**X 40 =** _____

Parent Feedback Rating: **Score:** _____**X 10 =** _____

                               Teacher Practice Total Score: _____

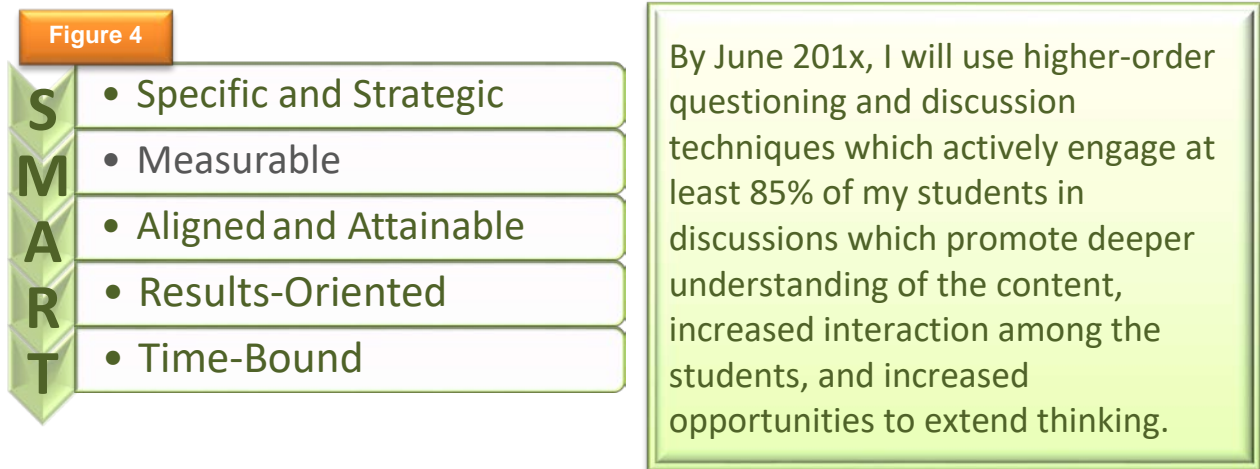| Rating Table for Teacher Practice		Rating
175 – 200	**Exceeds Standards (4)**	
127 – 174	**Meets Standards (3) ***	
81 - 126	**Needs Improvement (2)**	
50 - 80	**Does Not Meet Standards (1)**	

"**Meets Standards**" is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards,**" which represents the ideal – a reachable, but truly exceptional goal.

G. TEACHER PERFORMANCE AND GOAL-SETTING

As mentioned in the Overview, teachers develop one to three Performance Goals that are aligned to the previous year's Rubrics, while also taking into consideration their previous year's data collections, parent feedback, research investigations, and ongoing reflections about their practice. These goals will provide a focus for the coming year's observations and feedback conversations.

How to Write Goals:

At the start of the year, each teacher will work with his or her Supervisor to collaboratively develop the Performance Goal(s). All goals should have a clear link to student achievement and advance the teacher's practice in the Rubrics. Teachers *may* decide to embrace a grade-level team goal or a school-wide goal, but should not feel compelled to do so. For example, if the school decides to focus on improving questioning and discussion techniques, the teacher may choose that goal as well.

Figure 4

SMART
- Specific and Strategic
- Measurable
- Aligned and Attainable
- Results-Oriented
- Time-Bound

By June 201x, I will use higher-order questioning and discussion techniques which actively engage at least 85% of my students in discussions which promote deeper understanding of the content, increased interaction among the students, and increased opportunities to extend thinking.

Supervisors should suggest the use of electronic tools that they have available which will help in the collection of data supporting a teacher's goal(s). They should also specifically address their Observations toward these goals as often as possible. Goals and the planned action steps should be discussed formally during the mid-year conference and the end-of-year conference.

H. PARENT FEEDBACK GOAL (10%)

Underlying Principles: Parents are a vital component in assessment of the success of school leaders and teachers. Surveys measuring parent satisfaction should be conducted at the whole-school level, meaning parent feedback will be analyzed at the school level. Parent surveys must be administered in a way that allows all parents to participate and makes parents feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should be anonymous. Survey should demonstrate fairness, reliability, validity, and usefulness. The parent survey should be administered every spring and trends analyzed from year-to-year.

Canton's parent feedback will come from the a survey, which can be filtered by school.   Teachers will work collaboratively with their Principal to analyze the data and create a school-wide SMART goal based on a specific area of the survey needing attention.
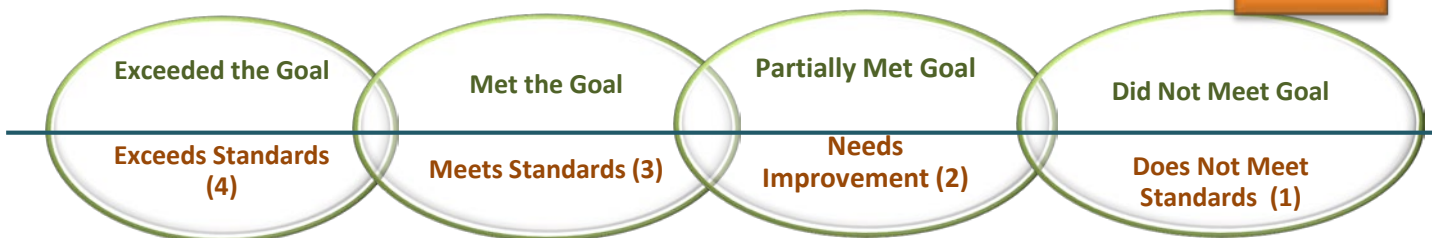
In determining the School-Level Parent Goal, (a SMART goal), the principal and teachers should review the parent survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative parent-engagement SMART goals based on the survey results. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving Open House or parent-teacher conferences, etc.

After the School-Level Parent Goal has been set, individual teachers will determine, through consultation and mutual agreement with their supervisor, the parent goal they would like to pursue as part of their evaluation. Teachers will set improvement targets related to the goal they select. For instance, if the School-Level Parent Goal is to improve parent communication, an individual teacher's improvement target could be sending bi-weekly updates to parents or developing a new website for their class. Part of the supervisor's job is to ensure (1) the teacher's individual goal is related to the overall School-Level Parent Goal, and (2) that the improvement targets are aligned and attainable.

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

The Parent Feedback rating (10%) should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the supervisor's observations of the teacher's efforts. The following scale applies:

Figure 5

| Exceeded the Goal | Met the Goal | Partially Met Goal | Did Not Meet Goal |
| Exceeds Standards (4) | Meets Standards (3) | Needs Improvement (2) | Does Not Meet Standards (1) |

Note: The progress the school makes on the <u>School-Level Parent Goal</u>, as measured by the new survey results, is a component of the Principal's Evaluation.

Examples: **<u>School-Based Goals</u> for Parent Feedback**	Examples: **<u>Individual Goals </u> which support School-Based Goals**
Increase the percentage of parents who say "Always" to the statement "My child's teacher communicates with parents," from 68% to 90%.	• I will send home progress reports for math with each child every two weeks. • Every other Friday, my 6th grade students will use their work folders to write a brief letter to their parents summarizing their progress in reading and math.
Increase the percentage of parents who say "Always" to the statement "I feel comfortable talking about an issue with my child with my child's teacher," from 56% to 75%.	• I will revise my Curriculum Night letter and my pre-conference handouts to make sure I am 'inviting' parents to talk to me. In addition, I will call each child's parents once by October 15th to encourage communication.
<u>Decrease</u> the percentage of parents who say their *first* choice for information about our school is 'other people' (63% to 40%) while <u>increasing</u> the percentage of parents who say their *first* choice for information is the school webpage (52% to 70%).	• I will update my classroom webpage weekly on Mondays. • I will submit classroom news items for the webpage once per month.

Part II: Student Learning Outcomes

Underlying Principles: 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 to nurture in their students each year.   As a part of the Evaluation Plan process, teachers will document those aspirations and anchor them in data.

The Student Outcomes rating includes two categories:
- Student Growth and Development, which counts for 45%;
- Student Feedback, which counts for 5% of the total evaluation rating.

I. STUDENT FEEDBACK GOAL SETTING (5%)

Underlying Principles: The School-Level Student Feedback Goal is not significantly different from the School-Level Parent Goal in that it acknowledges students are excellent assessors of their environment and capable of providing relevant and usable feedback which a school can use to improve. Thus, surveys measuring students' feeling of safety, nurturing, and accomplishment should be conducted and analyzed at the whole-school level. Just as with parents, students should feel comfortable about their anonymity. Surveys should demonstrate fairness, reliability, validity, and usefulness. Student surveys should be administered in the spring and trends analyzed from year-to-year.
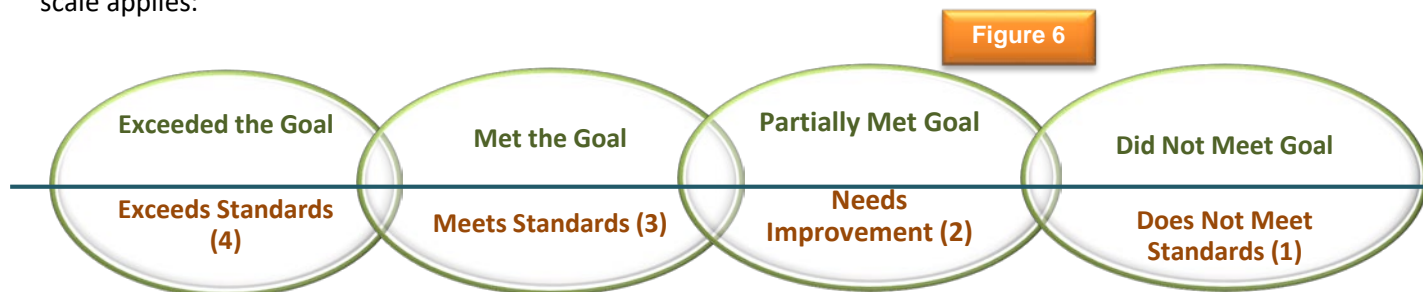
Canton's student feedback will come from the survey administered in the Spring of 2015. Teachers will work collaboratively with their principal to analyze their data and create a School-Level Student Feedback Goal (a SMART goal) based on a specific area of the survey needing attention. It should contain questions which measure the School-Level Student Feedback Goal and serve as the success indicator for the year. It should also include broad questions which will become the baseline for future goal-setting

In determining a School-Level Student Feedback Goal, the Principal and teachers should review the student survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative School-Level Student Feedback Goals based on the survey results. Possible goals might include improving students' perception of feeling safe on the playground or in the cafeteria, helping students become advocates for themselves in requesting extra help or support when they need it, improving the relevance of nightly homework, using more engaging technologies in instruction, etc.

After the School-Level Student Feedback Goal has been set, teachers will determine through consultation and mutual agreement with their supervisor the individual student goal they would like to pursue as part of their evaluation. Teachers will also set improvement targets related to the individual goal they select. For instance, if the School-Level Student Feedback Goal is to improve the relevance of nightly homework, the school might together research the topic of homework and generate some general guiding principles. A teacher's improvement target could be to regularly ask his/her students questions about homework (How much time did you spend? Did you need help? Did you master the concept? etc.), and then use the data to make changes. Part of the supervisor's job is to ensure (1) the individual goal is related to the School-Level Student Feedback Goal, and (2) that the improvement targets are aligned and attainable.

Teachers and principals should use their judgment in setting growth/improvement targets for the student feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implemented their strategy by providing examples, and/or (2) they can collect evidence directly from students to measure student-level indicators they generate. For example, a teacher could conduct interviews with students or a brief student survey to see if they improved on their growth target.

The Student Feedback rating (5%) should reflect the degree to which a teacher successfully reaches his/her student goal and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the Supervisor's observations of the teacher's efforts. The following scale applies:

Figure 6

Exceeded the Goal	Met the Goal	Partially Met Goal	Did Not Meet Goal
Exceeds Standards (4)	Meets Standards (3)	Needs Improvement (2)	Does Not Meet Standards (1)

Note: The progress the school makes on the <u>School-Level Student Feedback Goal</u>, as measured by the new survey results, is a component of the Principal's Evaluation.

Examples:
School-Based Goals for Student Feedback
Increase the percentage of students who "Agree" or "Agree strongly" with the statement "I feel comfortable asking my teacher for extra help" from 65% to 90%.
Increase the percentage of students who respond "Always" or "Almost always" to the statement, "I see the purpose behind my homework," from 42% to 65%.
Increase the percentage of students who respond "Always" to the statement, "In this school, it is 'safe' to answer questions correctly, to do well, and to be 'smart'," from 68% to 75%.

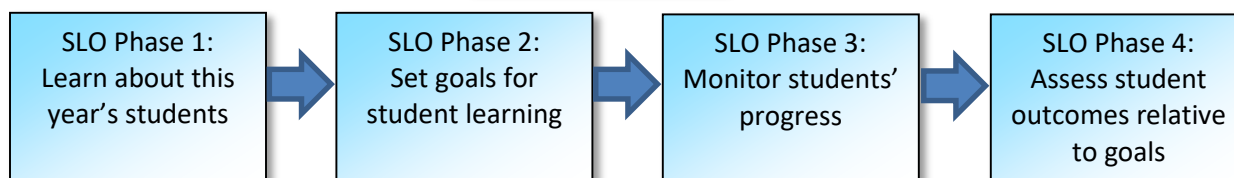# J. STUDENT GROWTH AND DEVELOPMENT GOAL SETTING: SLOs (45%)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. The Canton Public Schools has selected a goal-setting process called **Student Learning Objectives** (SLOs) as the approach for measuring student growth during the school year.

Student Learning Objectives will support teachers in using a planning cycle that will be familiar to most educators. While this process should feel generally familiar, we will ask teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

> **SLO Phase 1:**
> Learn about this
> year's students

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

> **SLO Phase 2:**
> Set 2 SLOs (goals
> for learning)

SLO Phase 1: Learn about this year's students	→	SLO Phase 2: Set goals for student learning	→	SLO Phase 3: Monitor students' progress	→	SLO Phase 4: Assess student outcomes relative to goals

Option 1: Each teacher will write **two** student Learning Objectives (SLOs). Teachers whose students take a standardized assessment will create one SLO on standardized indicators based on comparison of data across assessments administered over time. And one SLO on non-standardized indicators based on comparison of data across assessments administered over time based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators. **(22.5% weight for each SLO)**

Option 2: Each teacher will write **one** student Learning Objectives (SLOs). Teachers whose students take a standardized assessment will create one SLO on standardized indicators based on comparison of data across assessments administered over time. All other teachers will develop their one SLO based on non-standardized indicators based on comparison of data across assessments administered over time. **(45% weight for this one SLO)**

Canton Public Schools uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation- or state-wide);
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

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

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

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

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

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

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator, **unless you choose one SLO and then you will need multiple indicators.**

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in the District might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Further examples of SLO's can be viewed by clicking on the links below:

http://www.connecticutseed.org/wp-content/uploads/2013/10/SLO_Handbook.pdf

http://www.connecticutseed.org/?page_id=2017

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

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Approval

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

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

SLO Approval Criteria

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

SLO Phase 3:
Monitor students'
progress

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

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

SLO Phase 4:
Assess student
outcomes relative
to SLOs

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

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

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

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

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

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 ((2+3)/2). The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15 (see scoring section). See Summative Teacher Evaluation Scoring for details.

Student Learning Outcomes Summary – Worksheet

Teacher's Name: Date:

School: Teacher Assignment:

Supervisor:

Overall Performance Rating:

SLO #1 = _____

SLO #2 = _____

Average of SLOs = _____   **Score: _____X 45 = _____**

Student Feedback: **Score: _____X 5 = _____**

Rating Table for Teacher Practice	
175 – 200	**Exceeds Standards (4)**
127 – 174	**Meets Standards (3) ***
81 - 126	**Needs Improvement (2)**
50 - 80	**Does Not Meet Standards (1)**

Rating

"**Meets Standards**" is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards**," which represents the ideal – a reachable, but truly exceptional goal.

Part III: Scoring

K. SUMMATIVE TEACHER EVALUATION SCORING

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in the two major focus areas: Teacher Practice Related Indicators (50%) and Student Outcomes Related Indicators (50%).

Every educator will receive one of four performance ratings:
> **Exceeds Standards** – Substantially exceeding indicators of performance
> **Meets Standards** – Meeting indicators of performance
> **Needs Improvement** – Meeting some indicators of performance but not others
> **Does Not Meet Standards** – Not meeting indicators of performance

The rating will be determined using the following process:

1. The Teacher Practice Score (50%) will be calculated by combining the Teacher Performance Rubrics (40%) and the Parent Feedback Score (10%) as follows:
    * Teacher Performance Score _____ (average of four rubrics) X 40 = _____
    * Parent Feedback Score _____ (1 to 4) X 10 = _____
    * Total Score _____   Rating = _____

    See **TEACHER PRACTICE Summary – Worksheet 1 on page 23**

2. Calculate a Student Learning Outcomes Score (50%) by combining the Student Growth and Development Score (45%) and the Student Feedback Score (5%)
    * SLOs Score _____ (average of two SLOs) X 45 = _____
    * Student Feedback Score _____ X 5 = _____
    * Rating = _____

    See **STUDENT LEARNING Outcomes Summary – Worksheet 2 on page 49**

Rating Table for Teacher Practice	
175 – 200	**Exceeds Standards (4)**
127 – 174	**Meets Standards (3) ***
81 - 126	**Needs Improvement (2)**
50 - 80	**Does Not Meet Standards (1)**

*NOTE: So that all staff members have room for growth and to encourage all teachers to set goals for improvement, "**Meets Standards**" is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will sometimes attain, "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

L. DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

The Canton School District differentiates between effectiveness and ineffectiveness as follows:

Effectiveness:
1. "Meets Standards" is the expected standard for all Canton teachers. Most teachers will fall within this rating.   All teachers should strive for, and some will sometimes attain, "Exceeds Standards," which represents the highest ideal – a reachable, but truly exceptional goal. Teachers who "Meet Standards" or above are considered effective.
2. In general, a **Novice** teacher is effective once the teacher receives at least two sequential "Meets Standards" ratings, one of which is in the current year. A "Needs Improvement" rating will only be permitted in the first year of a novice teacher's career.
3. Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Ineffectiveness:
4. **Post-Tenure** teachers whose ratings for *either* Teacher Practice or Student Outcomes, or both, fall below "Meets Standards" are considered to be in need of assistance.   An 'Assistance Plan' for the following year is required. A post-tenure teacher shall be deemed ineffective if the teacher receives *two sequential* overall ratings of "Needs Improvement" or if the teacher receives *one* "Does Not Meet Standards" rating at any time. In such extreme cases, a pattern *may* consist of one year's rating.
5. A **Novice** teacher is ineffective if the teacher receives an "Does Not Meet Standards" rating, even in the first year of the novice teacher's career.

FINAL TEACHER EVALUATION

Category	Score	Multiplier	Points (Score x Multiplier)
Observation of Teacher Practice		40	
Parent Feedback		10	
TOTALTEACHER PRACTICE			
SLOs		45	
Student Feedback		5	
TOTAL STUDENT GROWTH			

		Teacher Practice Related Indicators Rating			
		4	**3**	**2**	**1**
Student Outcomes Related Indicators Rating	**4**	**Rate Exceeds**	**Rate Exceeds**	**Rate Meets**	*Gather further information*
	3	**Rate Exceeds**	**Rate Meet**	**Rate Meet**	**Rate Needs Improvement**
	2	**Rate Meet**	**Rate Meet**	**Rate Needs Improvement**	**Rate Needs Improvement**
	1	*Gather further information*	**Rate Needs Improvement**	**Rate Needs Improvement**	**Rate Below Standard**

Final Rating is the intersection of the ratings for TEACHER PRACTICE and STUDENT GROWTH

FINAL RATING: _____

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

Teacher's signature: _____ Date: _____

[Teacher's signature indicates he/she has *seen* and *discussed* the evaluation. It does not necessarily denote agreement.]

Part IV: Additional Information

M.   SPECIAL ASSISTANCE PLAN

Underlying Principle: This rating has been developed to assist and guide the teacher who is not meeting the District's standards in improving his/her performance. In the spirit of collegiality, the supervisor and the teacher will jointly analyze the teacher rubrics and work through the following procedures in order to achieve a "Meets Standards" rating.

1. The teacher and supervisor will meet to discuss the supervisor's and the teacher's self-evaluation of the five Rubrics.
2. The teacher will receive a copy of the supervisor's Rubrics and written notification of being moved to "Special Assistance."
3. The teacher will be relieved of the CPG requirements and will complete an "Action Plan" instead. The supervisor, with input from the teacher, will determine the number of specific teacher performances to be addressed in the Action Plan as well as their priority.
4. The "Action Plan" will be mutually developed and will include:
   a. Identification of the specific teacher performances *from the rubrics* which must be improved.
   b. Strategies for resolution of the problem(s)/need(s). *
   c. Desired results and indicators of success.
   d. A mutually agreed upon timeline for meeting the performance standards. In no case will the timeline exceed one calendar year.
   * Strategies for improvement may include mentoring, observations of other teachers, attending workshops, research, and book study, etc. If the Action Plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.
5. If the teacher successfully meets the action plan, and the Teacher Performance Evaluation Rubric ratings improve to "Meets Standards," the teacher will be returned to a "Meets Standards" rating. Failure to achieve the required performance Standards in the specific Action Plan will move the teacher to "Administrative Concern."
6. All feedback regarding this process will be in written form.

If, after 3 months on a "Special Assistance Action Plan," the supervisor feels that there are serious questions about the teacher's performance as measured by the rubrics and additional observations, the supervisor has the option to place the teacher on "Administrative Concern." This notification must be in writing and must contain the specific area(s) of concern, as in "Planning and Preparation," "Classroom Management," or "Professional Responsibilities." The notice must also reference the specific teacher competencies *within that area* that are of concern.

N. PROCEDURES FOR ADMINISTRATIVE CONCERN

Underlying Principle: This rating has been developed on the basis that it is the immediate responsibility of the teacher to alleviate the concerns outlined in the teacher Rubrics through a specific improvement plan. The supervisor, with input from the teacher, will determine the number of specific teacher performances to be immediately addressed and their priority.
1. The teacher and supervisor will meet to discuss the supervisor's and the teacher's self-evaluation of the five Rubrics.
2. The teacher will receive a copy of the supervisor's Rubrics and written notification of being moved to "Administrative Concern."

3. Within ten (10) school days of receiving this designation, a conference must be held to develop an Action Plan for improvement. The teacher, supervisor, and building principal shall be involved. At the teacher's/supervisor's option, a colleague may be selected as an advisor. This is for personal guidance and is not necessarily an official EAC representative. It is understood that the teacher and supervisor have all the due process rights guaranteed under state law.
4. The "Action Plan" will be mutually developed and will include:
   a. Identification of the Specific Teacher Performances from one or more of the 5 Rubrics which must be improved.
   b. Action steps and/or desired behaviors for the teacher and action steps for the supervisor for resolution of the problem/need. *
   c. Desired results and indicators of success.
   d. A mutually agreed upon timeline for meeting the performance Standards. In no case will the timeline exceed one calendar year.
   e. Assistance Options to enable the teacher's successful completion of the Action Plan.

* Strategies for improvement may also include mentoring, observations of other teachers, attending workshops, research, and book study, etc. If the improvement plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.

5. Implementation of this improvement "Action Plan" must begin within five (5) school days of finalizing the Action Plan, or at the beginning of the next school year, depending upon which is applicable. A minimum of six (6) conferences will be held at regular intervals established in the Action Plan Timeline to review progress.
6. The inability to achieve a "Meets Standards" rating within six (6) months could result in a recommendation for dismissal. Unless extraordinary circumstances exist, "Administrative Concern" can last no more than 10 months of work.

O. PROCEDURES FOR RESOLUTION OF DIFFERENCES

Underlying Principle: The purpose of a resolution process is to seek a common understanding and secure fair solutions at the lowest possible administrative level. It is expected that most disagreements can be resolved respectfully and collaboratively between a supervisor and a teacher.

If a teacher disagrees with the supervisor's assessment, feedback, or adherence to the process, the teacher is encouraged to discuss these differences with his/her supervisor. If, after meeting with the supervisor, the teacher still disagrees with the supervisor's assessment or feedback, the teacher has a right to attach a statement to the evaluation report identifying the areas of concern and presenting a different perspective. The teacher may enlist the aid of union representation to help resolve any differences on an informal level or to help in writing statements from the teacher's perspective. The teacher then has the right to involve the superintendent of schools who shall be the final decision maker in any dispute that cannot reach a resolution.

If at any point in the evaluation process the teacher feels that the procedures have not been properly followed, only the procedures may by grieved through the contractual grievance process. A grievance will not be considered if it relates only to the content of the evaluation itself.

Professional Feedback – FORM B

Teacher:		Date:
School:		Time:
Supervisor:		
Professional Responsibility Observed: (i.e., Open House, 504 Meeting, PPT, Parent Conference, Team/Grade Level Meeting, Faculty Meeting, Professional Development, Playground Supervision, etc.		
TALKING POINTS:		
TEACHER RESPONSE (optional):		
Teacher Signature		Date:
Supervisor Signature		Date:

TEACHER PRACTICE Goal(s) – FORM C

Each teacher must develop one or two Teacher Practice Goals (40%) aimed at improving the teacher's practice. The teacher should care about and be deeply vested in any goal he/she chooses to undertake, as these goals provide a focus for the Supervisor's observations and feedback conversations. The goal(s) should be based on relevant student learning data, the teacher's self-assessment using the rubrics, feedback from colleagues and the supervisor, and previous professional development. Goals should have a clear link to improving student achievement through changes in practice. They should also move the teacher toward "Meets Standards" (if below) or "Exceeds Standards" on the four Teacher Practice Rubrics.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Instructions: Complete this section for your **first** goal. At least one goal is **required**. Use your completed Teacher Practice Rubrics to find areas of improvement. [Boxes expand to accommodate text]			
Performance and Practice Goal #1 (required):			
Rationale for Goal #1 (required):			
Action Steps for Goal #1 (required):			
Self-Reflection: Describe your overall progress towards your goal.			
Mid-Year:		**Final (Summative):**	
Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		**Final (Summative):**	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially met the Goal**	**1: Did Not Meet the Goal**
Instructions: Complete this section for your **second** goal. A second goal is optional. Use your completed Teacher Practice Rubrics to find areas of improvement. [Boxes expand to accommodate text]			
Performance and Practice Goal #2 (optional):			
Rationale for Goal #2 (optional):			
Action Steps for Goal #2 (optional):			
Self-Reflection: Describe your overall progress towards your goal.			

Mid-Year:		Final (Summative):	
Summative Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		Final (Summative):	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially Met the Goal**	**1: Did Not Meet the Goal**
Teacher Signature			Date:
Supervisor Signature			Date:

Parent Feedback TEACHER Goal – FORM D

Each teacher must develop one *individualized* goal (10%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the parent survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school's action plan. The goal can be supported either by an individualized survey of classroom parents, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Instructions: Complete this section for your **individualized** Parent Feedback Goal (5%). **[Boxes expand to accommodate text]**			
School-based Goal for Parent Feedback is:			
Individualized Goal:			
Alignment of Goal to School-Based Goal (i.e., rationale):			
Action Steps for Goal:			
Self-Reflection: Describe your overall progress towards your goal.			
Mid-Year:		**Final (summative):**	
Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		**Final (summative):**	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially Met the Goal**	**1: Did Not Meet the Goal**
Teacher Signature			Date:
Supervisor Signature			Date:

Student Feedback TEACHER Goal – FORM E

Each teacher must develop one *individualized* goal (5%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the student survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school's action plan. The goal can be supported either by an individualized survey of classroom students, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Instructions: Complete this section for your __individualized__ Student Feedback Goal (5%). **[Boxes expand to accommodate text]**			
School-based Goal for Student Feedback is:			
Individualized Goal:			
Alignment of Goal to School-Based Goal (i.e. rationale):			
Action Steps for Goal:			
Self-Reflection: Describe your overall progress towards your goal.			
Mid-Year:		**Final (summative):**	
Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		**Final (summative):**	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially Met the Goal**	**1: Did Not Meet the Goal**
Teacher Signature			Date:
Supervisor Signature			Date:

TEACHER PRACTICE Summary – Worksheet 1

Teacher's Name: _____   Date: _____

School: _____   Teacher Assignment: _____

Supervisor: _____

Ratings on Teacher Performance Rubrics: (Average to a tenth of a decimal point and multiply by weight)

1. Planning for Active Learning   _____ x .20 = _____

2. The Classroom Environment   _____ x .20 = _____

3. Instruction   _____ x .20 = _____

4. Monitoring and Assessment   _____ x .20 = _____

5. Professional Responsibilities   _____ x .20 = _____

Overall Teacher Performance Rating: Score: _____ X 40 = _____

Parent Feedback Rating: Score: _____ X 10 = _____

Teacher Practice Total Score: _____

Rating Table for Teacher Practice	
175 - 200	**Exceeds Standards (4)**
127 - 174	**Meets Standards (3) ***
81 - 126	**Needs Improvement (2)**
50 - 80	**Does Not Meet Standards (1)**

Rating

*"**Meets Standards**" is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards**," which represents the ideal – a reachable, but truly exceptional goal.

Student Learning Outcomes Summary – Form F

Teacher's Name: Date:

School: Teacher Assignment:

Supervisor:

Overall Performance Rating:

SLO #1 = _____

SLO #2 = _____

Average of SLOs = _____   **Score: _____X 45 = _____**

Student Feedback: **Score: _____X 5 = _____**

Rating Table for Student Learning Outcomes	
175 - 200	**Exceeds Standards (4)**
127 - 174	**Meets Standards (3) ***
81 - 126	**Needs Improvement (2)**
50 - 80	**Does Not Meet Standards (1)**

Rating

"**Meets Standards**" is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards**," which represents the ideal – a reachable, but truly exceptional goal.

FINAL TEACHER EVALUATION

Category	Score	Multiplier	Points (Score x Multiplier)
Observation of Teacher Practice		**40**	
Parent Feedback		**10**	
TOTALTEACHER PRACTICE			
SLOs		**45**	
Student Feedback		**5**	
TOTAL STUDENT GROWTH			

Summative Rating Matrix

		TEACHER PRACTICE			
		Exceeds Standards	**Meets Standards**	**Needs Improvement**	**Does Not Meet Standards**
STUDENT GROWTH	**Exceeds Standards**	**Exceeds Standards**	**Exceeds Standards**	**Meets Standards**	*Gather More Information*
	Meets Standards	**Meets Standards**	**Meets Standards**	**Meets Standards**	*Gather More Information*
	Needs Improvement	**Meets Standards**	**Needs Improvement**	**Needs Improvement**	**Does Not Meet Standards**
	Does Not Meet Standards	*Gather More Information*	**Does Not Meet Standards**	**Does Not Meet Standards**	**Does Not Meet Standards**

Final Rating is the intersection of the ratings for TEACHER PRACTICE and STUDENT GROWTH

FINAL RATING: _____

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

Teacher's signature: _____ Date: _____
[Teacher's signature indicates he/she has *seen* and *discussed* the evaluation. It does not necessarily denote agreement.]

Special Assistance Action Plan – FORM F

Staff Member: Date:

Supervisor:

1. Statement of observed problem(s) which must be improved. (Cite specific teacher performances from the Teacher Performance Evaluation Rubrics):

2. Corrective strategies for resolution of the problem:

3. Timeline for implementation of corrective strategies:

4. Desired results/indicators of success. (*May* cite specific performances from the Teacher Rubrics):

Teacher's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

_____

Summary of Review Conference: Date:_____

Recommendation:

_____ Return to "Meets Standards" Teacher Rating

_____ Monitoring will continue beyond 3 months

_____ Move to "Administrative Concern"

_____ Other: _____

Teacher's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Administrative Concern Action Plan – FORM G

Staff Member: Date:

 Supervisor:

1. Statement of observed problem(s) which must be improved. (Cite specific teacher performances from the Teacher Performance Evaluation Rubrics):

2. Desired results/indicators of success. (*May* cite specific performances from the Teacher Performance Evaluation Rubrics):

Action Steps/Desired Behaviors	Teacher Actions/ Supervisor Actions	By [Date]	Assistance Options

Date of Review Conference: _____   **# of Review Conference: 1 2 3 4 5 6**
                                                                                      (6 Review conferences required)

This Action Plan has been:
_____ Fully addressed
_____ Partially addressed, plan continues
_____ Partially addressed, new plan needed
_____ Little or no improvement

Summary of Review Conference:

Recommendation:

_____ Return to "Meets Standards" Teacher Rating

_____ Monitoring will continue beyond 10 months

_____ Move to Dismissal Procedures

_____ Other:

_____

Teacher's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

APPENDIX

A. COMMON CORE OF TEACHING/TEACHER JOB DESCRIPTION

[Link to Connecticut's Common Core](#)

B. CONNECTICUT SEED WEBSITE

[Link to Connecticut's SEED Website](#)

SEED = System for Educator Evaluation and Development

C. TEN EFFECTIVE RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Robert J. Marzano (2000) identified ten research-based, effective instructional strategies that cut across all content areas and all grade levels. Each requires specific implementation techniques to produce the effects reported; therefore, learning to use them correctly meets Canton's CPG expectations.

1. **Vocabulary**. Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words a week; 33 percentile points when vocabulary is focused on specific words important to what students are learning. Requires specific approaches.

> These two resources, *What Works in Classroom Instruction* and *A Handbook for Classroom Instruction That Works* by Robert J. Marzano, are available in your school's professional library.

2. **Comparing, contrasting, classifying, analogies, and metaphors**. These processes are connected as each requires students to analyze two or more elements in terms of their similarities and differences in one or more characteristics. This strategy has the greatest effect size on student learning. Techniques vary by age level.

3. **Summarizing and note-taking.** To summarize is to fill in missing information and translate information into a synthesized, brief form. Note-taking is the process of students' using notes as a work in progress and/or teachers' preparing notes to guide instruction.

4. **Reinforcing effort and giving praise**. Simply teaching many students that added effort will pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Praise, when recognizing students for legitimate achievements, is also effective.

5. **Homework and practice**. These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.

6. **Nonlinguistic representation**. Knowledge is generally stored in two forms -- linguistic form and imagery. Simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.

7. **Cooperative learning**. Effective when used right; ineffective when overused. Students still need time to practice skills and processes independently.

8. **Setting objectives and providing feedback**. Goal setting is the process of establishing direction and purpose. Providing frequent and specific feedback related to learning objectives is one of the most effective strategies to increase student achievement.

9. **Generating and testing hypotheses**. Involves students directly in applying knowledge to a specific situation. Deductive thinking (making a prediction about a future action or event) is more effective than inductive thinking (drawing conclusions based on information known or presented.) Both are valuable.

10. **Cues, questions, and advanced organizers**. These strategies help students retrieve what they already know on a topic. Cues are straight-forward ways of activating prior knowledge; questions help students to identify missing information; advanced organizers are organizational frameworks presented in advance of learning.

D. ADDITIONAL INSTRUCTIONAL RESOURCES

Connecting research recommendations to classroom practice can improve instruction. These key research-based strategies have impact on student achievement—helping all students, in all kinds of classrooms. Strategies are organized into categories of familiar practices in order to help teachers fine-tune their teaching and improve student achievement.

Focus on Effectiveness

Researched-Based Strategies

E. GLOSSARY

21st Century Skills:	Skills emphasized in a global-economic (vs. industrial) society, such as scientific and technology literacy, visual and media literacy, global awareness, cultural literacy, adaptability, self-direction, creativity, risk-taking ability, higher-order thinking, reasoning ability, collaboration, interactive communication, prioritizing, long-range planning ability, use of real-world digital tools, knowledge of real-world applications, imagination, vision 21st Century Skills Framework for 21st Century Learning ThinkFinity 21st Century Skills
Does Not Meet Standards:	A seriously deficient teacher performance rating based on or more of the Teacher Evaluation Plan Rubrics. After notice in writing, the teacher is faced with the immediate responsibility of alleviating the concerns outlined in the teacher Rubrics. An Action Plan must be written with the support of the Supervisor within 10 days, and implemented within the next 5 days. The inability to achieve a "Meets Standards" rating within six (6) months could result in a recommendation for dismissal.
Authentic Assessment:	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessment drives the curriculum. That is, the teacher first determines the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills. This has been referred to as *backward design.* Wiggins *Case for Authentic Assessment* New Horizons for Learning Edutopia
Classroom Walk-Through:	A strategy for school improvement. Three-to-five minute non-threatening, non-evaluative walk-throughs with a relevant data collection tool, give school leaders a quick snapshot of the school's or a grade-level team's instruction and student learning. That snapshot is used to engage teachers in conversations about how to improve instruction. Walk-throughs are intended to be separate from the teacher evaluation process, except when the teacher is individually working with a specific data collection. Education World
Collaboration:	Collaboration is process where two or more people work together for common goals by sharing their knowledge, learning together, and building consensus. Collaboration does not require leadership and teams

	that work collaboratively can obtain greater resources, recognition, and results than individuals working alone. Collaboration is the most effective method of transferring 'know how' among individuals, therefore it is critical to creating and sustaining a competitive advantage. Collaboration refers to the work among teachers in grade-level teams, content area teams, departments, or collegial partnerships. It also refers to the work among teachers, specialists, and paraprofessionals and tutors. Collaboration among pairs or small groups of students to complete a task or solve a complex problem is called collaborative learning and is an important instructional strategy. Collaborative Problem-Solving Collaborative Learning Eureka!
Common Core of Teaching:	The CCT, or Common Core, is Connecticut's comprehensive definition of the knowledge, skills, and competencies that teachers need to ensure students learn and achieve at high levels. These skills and competencies were the foundation of the five Teacher Evaluation Plan Rubrics. Common Core of Teaching
Danielson, Charlotte	Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. The CT Framework for Teacher Evaluation and Support, developed for the SEED evaluation system, is a blend of the Connecticut Common Core of Teaching Standards (CCT) and Charlotte Danielson's *Framework for Teaching*. In Canton, the Teacher Performance Rubrics are based in Danielson's work, Kim Marshall's work, and the CCT mentioned above.
Data-Driven Decision Making (DDDM) **(See also Professional Learning Community - PLC)**	DDDM engages a team of teachers in an ongoing cycle of instructional improvements which involves: 1. developing common assessments; 2. analyzing student work following the assessment; 3. planning instruction to improve student performance; 4. reassessment and analysis E-Lead: Leadership for Success Taking Data Analysis to the Next Level Making Sense of Data-Driven Decision Making
Differentiation:	Differentiated instruction is the art of modifying instruction, materials, content, student projects, and assessments to meet the learning needs of individual students. In a differentiated classroom, teachers recognize that all students are different and require varied teaching methods to learn. In differentiated classrooms, teachers include a wide range of strategies and methods, including: behavior modification plans, using audio books, turning on closed captioning to improve reading during videos, using manipulatives in math instruction, and so on. Individualized Instructional Strategies A Differentiation Resource

DPI (District Performance Index)	District Performance Index (DPI) indicates overall District-level student performance based on Connecticut Mastery Test (CMT) results.
Higher-Order Thinking Skills [HOTs]	Higher-order thinking skills involve logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. Teacher Tap Higher Order Thinking Skills HOTS Official Site
IAGD (Indicator of Academic Growth and Development)	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must 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.
Induction:	Induction is the support and guidance provided to newcomers to the Canton community. Induction includes orientation to the school building and processes, socialization, and mentoring. There are two kinds of induction into teaching in Canton: 1. the support and guidance provided to novice teachers in the early stages of their careers (TEAM) 2. the support for an experienced teacher who is new to the District or serving in a new role
Inquiry-based Instruction:	Memorizing facts and information is not the most important skill in today's world. Facts change and information is readily available. What's needed is an understanding of how to get and make sense of the mass of data. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge. **Characteristics:** • focuses students' inquiry on questions that are challenging, debatable, and difficult to solve • teaches students specific procedures, strategies, or processes that are essential to the attempts at answering the focus questions (i.e., teaches thinking and problem-solving skills) • structures lessons to include opportunities for students to access information that is crucial to the inquiry • structures lessons so that students have opportunities to work with peers • sequences a series of activities and lessons so that they work together in moving students toward a general goal • builds into lessons the opportunities for performance

	• involves students in the process of developing the standards for performance • relies on authentic assessment of learning Tripod eMints Teaching Tips
Intervention: 　　　**[see also RTI, SRBI]**	Intervention applies to children of school age or younger who are discovered to have a special learning need that is affecting their achievement. Intervention consists of providing classroom support for these children to lessen the effects of the condition. Intervention can be remedial or preventive in nature – remediating existing learning problems or anticipating and preventing future learning problems. Intervention requires immediate attention by the teacher in the classroom rather than waiting for the gap to worsen and making a recommendation for future identification.
Marshall, Kim:	Kim Marshall is an author and collaborator with New Leaders for New Schools (www.newleaders.org), a non-profit organization that recruits, trains, and supports urban principals. Marshall coaches new principals in New York City, with a special focus on improving teacher supervision and evaluation and the effective implementation of interim assessments. He also gives workshops and courses to aspiring and practicing school leaders in a number of venues. In Canton, the Teacher Performance Rubrics are based heavily on Kim Marshall's work and the CCT, as well as on the work of Charlotte Danielson.
Observation:	There are two layers of observation: • The classroom walk-through, used to gather data about instructional practices among grade-level team members and/or among the building's teachers. CWT data is not evaluative, but may trigger classroom observation and evaluation (Bullet 2) • Classroom observation and evaluation, using the District's Performance Rubrics and evaluation form (FORM A), with follow-up feedback. Classroom observation may occur at any time. Observation is also extended beyond the classroom to teachers' additional professional responsibilities, such as but not limited to, recess duty, team meetings, Curriculum Nights, parent conferences, and so on.
RTI **[Response to Intervention]** **[See also: SRBI]**	Response to Intervention (RTI) is the name and acronym for the federal mandate which is the counterpart to Connecticut's SRBI. (See SRBI below) 　RTI Network
Special Assistance:	This rating has been developed to assist and guide the teacher who is not meeting the District's standards on the five evaluation Rubrics in improving his/her performance. An Action Plan, addressing specific goals from the Rubrics, will be written jointly between the teacher and supervisor.

	If, after 3 months on a "Special Assistance Action Plan," there are serious questions about the teacher's performance as measured by the Rubrics and additional observations, the supervisor has the option to place the teacher on "Does Not Meet Standards."

SEED (System for Educator Evaluation and Development)	Connecticut's **S**ystem for **E**ducator **E**valuation and **D**evelopment, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on June 27, 2012. Detailed information about the model can be found in the SEED Handbook. SEED Website
SLO (Student Learning Objective)	A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs	Teacher SLOs
Administrator SLOs combine the three areas of teacher SLOs into one SMART statement. They are written like a SMART goal and include target, measurement, and time within a single SLO. They should: • Align to district and school learning goals • Provide a measure • Be written in SMART Goal format • Focus on priority areas	Teacher SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one IAGD which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.

Smarter Balanced Assessment [Consortium]	Smarter Balanced Assessments, which will replace the CMT in the near future, go beyond multiple-choice questions to include extended response and technology-enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT assessments.
SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. Goals should be SMART:

	S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound
SPI (School Performance Index) **(See also DPI)**	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) results. Beginning in 2012, each school receives its SPI from the State. In Canton, at all three schools, the SPI Index goals were to "maintain."
SRBI: **[Scientific Research Based Intervention]**	SRBI is *Connecticut's* framework and acronym for the Federal RTI mandate. It is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. In Tier 1, all students receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs. This instruction cannot be 'more of the same,' but must incorporate new strategies. This instruction can take place in or out of the classroom in small groups with these guidelines: 2 – 3 times a week for 20 – 30 minutes. In Tier 3, students receive individualized, intensive interventions that target the students' specific skill deficits and capitalize on the student's specific strengths for the remediation of existing problems and the prevention of more severe problems. Tier 3 follows these guidelines: 3 – 5 times per week for 30 – 40 minutes.
STEM: **[Science-Technology-Engineering-Mathematics]**	STEM has become a common acronym, particularly among advocates and government officials, for the fields of Science, Technology, Engineering, and Mathematics. The term is commonly used in relation to education's responsibility for the nation's current and future economic competitiveness. STEM education is using those teaching strategies which strengthen the likelihood that students will be prepared for, and choose, STEM careers. [Stem Teaching and Learning Resources](#)
Supervisor:	Supervisor refers to administrators (such as superintendent, assistant superintendent, director, principal, assistant principal) who are working under a valid 092 Certificate and serving as evaluators. Supervisors have completed 15 hours of evaluation training. Supervisors may act as coaches and mentors; but coaches and mentors cannot act as supervisors.

F. PROFESSIONAL DEVELOPMENT

The General Assembly passed An Act Concerning Educational Reform, Public Act 12 116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: Public Act No. 12-116

The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

Continuation of the Professional Educator Certificate
Effective July 1, 2012, continuing education units (CEUs) were no longer required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July1, 2012, for a continuation of the professional educator certificate were no longer required to provide verification of completion of CEUs. Form ED 179 Application for Continuation of Professional Educator Certificate has been revised to reflect this change.

Degree Requirements for the Professional Educator Certificate
Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

Program of Professional Development (PD) Requirements
The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below was not required before 2013-2014, **we strongly encouraged district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process.** In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

    (a) Requirements for PD (effective 7/1/13)
- Provide a minimum of 18 hours annually of PD;
- Preponderance of small group or individual instructional setting;
- Comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
- Focus on refining and improving various effective teaching methods that are shared between and among educators;
- Foster collective responsibility for improved student performance; and
- Shall be comprised of professional learning that meets the following criteria-

- aligns with rigorous state student academic achievement standards;
- conducted among educators at the school and facilitated by principals; coaches, mentors, distinguished educators, or other appropriate teachers;
- occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
- 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.

(b) Planning of PD

- Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10- 220a for implementation starting the 2013-2014 school year;
- Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider <u>approved by the Commissioner of Education</u>;
- The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education; and
- Focus of Activities:
  - determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
  - based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
  - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
  - include strategies to improve English language learner instruction into instructional practice; and
  - include during each five year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

(c) Attestation to CSDE about PD Program

- The CSDE will develop a process for districts to provide attestation about planning, qualification of professional development providers, and communication, evaluation and documentation of PD activities.
- Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "successfully" will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

(d) CSDE Audit of PD Program and Fine for Noncompliance

- The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A.12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which

noncompliance is determined. The forfeiture may be waived if the noncompliance is determined to be due to circumstances beyond the control of the school district.

(e) Alliance Districts
☐ The CSDE especially requests and requires that Alliance Districts develop plans and protocols for evaluation-informed PD per (d) above.

Management of Professional Development Data
Many school districts have purchased and used specific software to manage CEU data. With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluations and based on student outcomes. This may be a specific matter you wish to discuss with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm

Educator Certificate Information and Applications:
http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|#45442