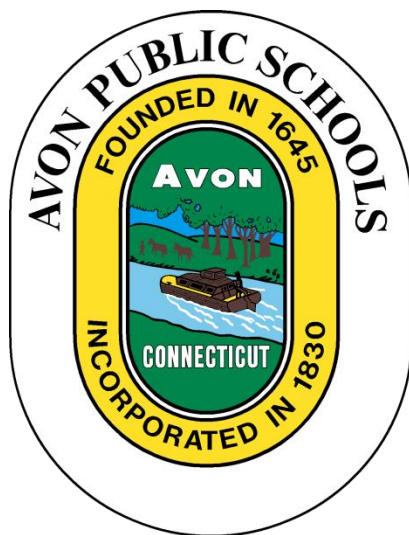


Avon Public Schools Avon, Connecticut



Teacher Evaluation and Development Model

Adopted by the Board of Education
November 19, 2013

Board of Education

Peggy Roell, Chair

William Stokesbury, Vice Chair

Houston Putnam Lowry, Secretary

Jeff Bernetich

Brian Glenn

Wendy Howard

Ames Shea

Jay Spivak

Katharine Zirolli

Administration

Gary S. Mala, Superintendent of Schools

Donna Nestler-Rusack, Ed.D. Assistant Superintendent for Teaching and Learning

John Spang, Assistant Superintendent for Finance and Operations

Kelly Grant, Director of Pupil Services

Teacher Evaluation and Development Committee Members

Name	Position	Location
Aylsworth, Jenna	English	Avon High School
Brochu, Andrew	Music	Avon High School
Cohen, Jan	Art	Pine Grove School
Cohen, Marilyn	World Language	Avon High School
Franco, Christopher	School Counselor	Avon Middle School
Gladue, Michelle	Grade 6	Thompson Brook School
Greco, Stephen	Social Studies	Avon Middle School
Lombardo, Jeff	English	Avon High School
Mahar, Judy	Science	Thompson Brook School
Mailman, Leanne	Special Education	Avon Middle School
Maniatis, Lori	Grade 2	Pine Grove School
Moss, Jon	Grade 4	Pine Grove School
Muench, Steve	Math	Avon Middle School
Nestler-Rusack, Donna	Assistant Superintendent for Teaching and Learning	Central Office
Polinsky, Jill	Special Education	Roaring Brook School
Rose, Claudine	World Language	Avon High School
Salerni, John	Science	Avon High School
Seidel, Maggie	Grade 6	Thompson Brook School
Strick, Nate	Music	Thompson Brook School
Wendler, Sharon	English	Avon High School

TABLE OF CONTENTS

TEACHER EVALUATION AND DEVELOPMENT MODEL.....	1
Introduction.....	1
Evaluation and Support System Overview	1
Teacher Evaluation Process and Timeline	3
Primary and Complementary Evaluators	5
Orientation and Training Programs.....	5
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing	5
Evaluation- Based Professional Learning	6
SUPPORT AND DEVELOPMENT.....	6
Individual Teacher Improvement and Remediation Plan.....	6
TEACHER PRACTICE RELATED INDICATORS	8
Category #1: Teacher Performance and Practice (40%).....	8
Category #2: Parent Feedback (10%)	17
STUDENT OUTCOMES RELATED INDICATORS	18
Category #3: Student Growth and Development (45%)	18
Category #4: Whole-School Student Learning Indicator (5%).....	23
SUMMATIVE TEACHER EVALUATION SCORING	24
Definition of Effectiveness and Ineffectiveness	27
Dispute-Resolution Process	27
APPENDIX	
A - Common Core of Teaching (CCT) Rubric for Effective Teaching	28
B - Common Core of Teaching (CCT) Rubric for Effective Teaching: Student and Educator Support Specialists	41
C - Connecticut Code of Professional Responsibility for Teachers	56
D - Teacher Evaluation and Development Model Forms	59

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

Avon's teacher evaluation and development model applies to all teachers. For the purposes of this evaluation model "teacher" shall be used to refer to professional personnel who are required to hold a Connecticut Educator Certificate. Certified/licensed personnel, whose primary responsibility is not regular classroom teaching, are included under this evaluation model and referred to as Student and Educator Support Specialists (SESS). SESS includes but is not restricted to the following groups: library/media specialists, school counselors, school psychologists, speech pathologists, and social workers.

The teacher evaluation model is designed to improve teaching and learning. This is accomplished through clearly defining excellent practice and results; giving accurate, useful information to teachers about their areas of strength and development; and providing opportunities for growth and recognition.

Evaluation and Support System Overview

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area comprises two categories:
 - (a) **Observation of teacher performance and practice (40%)** as defined within the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching, which articulates five domains and seventeen indicators of teacher practice
 - (b) **Parent feedback (10%)** on teacher practice through surveys

- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
 - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
 - (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators or student feedback through student surveys

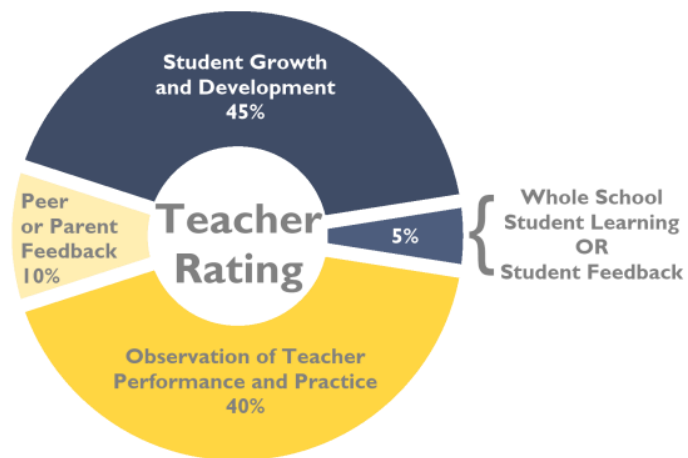
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

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



Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**.

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher performance and practice focus areas and student learning objectives (SLOs), and they will commit to setting time aside for the types of collaboration required by the evaluation process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the CCT Rubric for Effective Teaching to draft a proposed performance and practice focus area(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review.

Mid-Year Check In:

Timeframe: **January and February**

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

End-of-Year Summative Review:

Timeframe: May and June; must be completed by **June 30**

1. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings.

Complementary evaluators, certified teachers with specific content knowledge, may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency in conducting standards-based observations on the training modules provided.

Orientation and Training Programs

The District shall offer annual orientation programs regarding the teacher evaluation and development model to all teachers who are employed by the Board of Education and whose performance is being evaluated.

The District will provide on-going training for all teachers being evaluated so that they will understand the evaluation system, the processes and the timelines for their evaluation. Special attention will be given to the Common Core of Teaching and the Common Core of Teaching Rubric, so that all teachers fully understand the performance expectations and the requirements for being a “Proficient” teacher. Additional training and support will be provided throughout the school year to provide teachers with resources and time to connect with colleagues to deepen their understanding of the evaluation model.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

The District will provide all evaluators of teachers with comprehensive training and support on the teacher evaluation model, including training on conducting effective observations and providing high-quality feedback. All evaluators will be required to complete the training and achieve a proficiency rating on the training modules. Evaluators will be provided with on-going training and support in the use and application of the teacher evaluation model to ensure calibration of evaluators in the district.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, CSDE or a third-party entity will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard*.

Evaluation-Based Professional Learning

The primary purpose for professional learning is school improvement as measured by the success of every student. Designing professional learning opportunities for teachers is based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback.

Educators learn in multiple ways and have various learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences (e.g., data teams, collaborating with colleagues, learning teams, study groups, individual study, conducting research).

SUPPORT AND DEVELOPMENT

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

Individual Teacher Improvement and Remediation Plan

A teacher who receives a summative evaluation rating of “Developing” or “Below Standard” will be required to work with his or her evaluator and his/her AEA representative to design an Individual Teacher Improvement and Remediation Plan. Teachers must receive a summative evaluation rating of “Proficient” within a year of the Teacher Improvement and Remediation Plan being developed and implemented. The plan will be created within 30 days after the completion of the summative rating conference. The Teacher Improvement and Remediation Plan will identify areas of needed improvement and include supports the District will provide to address the performance areas identified as needing improvement. After the development of the Teacher Improvement and Remediation Plan, the teacher and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

- Area(s) of needed improvement
- Evidence from summative evaluation that show an area(s) needing improvement (i.e., performance expectation ratings “Developing” or “Below Standard”)
- Exemplar practices/strategies in the area(s) identified as needing improvement that the teacher can implement
- Specific tasks the teacher will complete that will improve the performance expectation
- List of supports and resources the teacher can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor, books)
- How the teacher will show progress towards “Proficient” in the identified areas in need of improvement through observations, data, evidence, etc.

- Timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued
- Statement defining the frequency of observations and conferences
- Indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan

The Teacher Improvement and Remediation Plan will be designed and written in a collaborative manner. The teacher and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. This category is composed of two categories:

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

These categories will be described in detail below.

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

An assessment of a teacher's practice and performance – by direct observation of practice and the collection of other evidence – is 40% of a teacher's summative rating.

The CCT Rubric for Effective Teaching (appendix A and B), based on the 2010 Connecticut Common Core of Teaching (CCT), represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. This instrument will be used as a basis for formal and informal in-class observations, non-classroom observations and reviews of practice to evaluate teacher performance and practice.

The CCT Rubric for Effective Teaching is aligned with the six domains of CT Common Core of Teaching. Domain 1, Content and Essential Skills is **not** included in the rubric since it is expected to be demonstrated at the pre-service level and is also embedded in the other domains — planning, instruction and assessment. The CCT Rubric for Effective Teaching is organized into five domains (domains 2-6), each with 3-4 indicators. Forty percent of teachers' final evaluation is based on their performance across all five domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Common Core of Teaching Rubric for Effective Teaching

<p><u>CCT DOMAIN 2: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING</u></p> <p><i>Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by</i></p> <ul style="list-style-type: none"> 2.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students 2.b. Promoting student engagement and shared responsibility for learning 2.c. Promoting appropriate standards of behavior 2.d. Maximizing instructional time by effectively managing routines and transitions 	<p><u>CCT DOMAIN 3: PLANNING FOR ACTIVE LEARNING</u></p> <p><i>Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> 3.a. Planning instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge 3.b. Planning instructional strategies to actively engage students in the content 3.c. Selecting appropriate assessment strategies to monitor ongoing student progress
<p><u>CCT DOMAIN 4: INSTRUCTION FOR ACTIVE LEARNING</u></p> <p><i>Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> 4.a. Implementing instructional content for learning 4.b. Leading students to construct new learning through use of active learning strategies 4.c. Monitoring student learning, providing feedback to students and adjusting instruction 	<p><u>CCT DOMAIN 5: ASSESSMENT FOR LEARNING</u></p> <p><i>Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by</i></p> <ul style="list-style-type: none"> 5.a. Using formative and summative assessment for learning 5.b. Developing and using assessment criteria and feedback to improve student performance and responsibility for learning 5.c. Conducting comprehensive data analysis and interpreting and communicating findings
<p><u>CCT DOMAIN 6: PROFESSIONAL RESPONSIBILITIES AND TEACHER LEADERSHIP</u></p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by</i></p> <ul style="list-style-type: none"> 6.a. Engaging in continuous professional growth to impact instruction and student learning 6.b. Collaborating to develop and sustain a professional learning environment to support student learning 6.c. Communicating and collaborating with colleagues, students and families to develop and sustain a positive school climate and support student learning 6.d. Conducting oneself as a professional 	

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

<p style="text-align: center;"><u>CCT DOMAIN 2: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING</u></p> <p><i>Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by</i></p> <ul style="list-style-type: none"> 2.a Promoting a positive climate that is responsive, respectful and equitable 2.b Promoting student engagement and shared responsibility for learning 2.c Promoting appropriate standards of behavior 2.d Promoting efficient routines and transitions to maximize service delivery 	<p style="text-align: center;"><u>CCT DOMAIN 3: PLANNING FOR ACTIVE LEARNING</u></p> <p><i>Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> 3.a Planning service delivery is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge 3.b Planning assessment and prevention/intervention strategies to actively engage student(s) 3.c Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress
<p style="text-align: center;"><u>CCT DOMAIN 4: SERVICE DELIVERY</u></p> <p><i>Service Providers implement intervention to support students in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> 4.a Delivery of services 4.b Leading students to construct new learning through use of prevention/intervention strategies 4.c Monitoring student learning, providing feedback to students and adjusting service delivery 	<p style="text-align: center;"><u>CCT DOMAIN 5: ASSESSMENT FOR SERVICE DELIVERY</u></p> <p><i>Service Providers use multiple measures to analyze student performance and to inform subsequent planning and instruction by</i></p> <ul style="list-style-type: none"> 5.a Formative and summative assessment for learning 5.b Assessment criteria and feedback to improve student performance and responsibility for learning 5.c Comprehensive data analysis, interpretation and communication
<p style="text-align: center;"><u>CCT DOMAIN 6: PROFESSIONAL RESPONSIBILITY AND LEADERSHIP</u></p> <p><i>Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by</i></p> <ul style="list-style-type: none"> 6.a Engaging in continuous professional growth to impact services and student progress 6.b Collaborating to develop and sustain a professional learning environment to support services and student progress 6.c Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning 6.d Conducting oneself as a professional 	

Observation Process

In the Avon Teacher Evaluation and Development Model:

- Each teacher will be observed, through both formal and informal (reviews of practice) observations as defined below.
 - **Formal Observation:** Scheduled 30 minute or longer observations that are preceded by a pre-conference and are followed by a post-observation conference, which includes both written and verbal feedback.
 - **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback. The majority of the observations are unannounced.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within seven days of an observation.
- A summary of the minimum observation requirements are located in the chart that follows:

	Category 1	Category 2	Category 3
	<ul style="list-style-type: none"> Teachers scoring “Below Standard” in previous year Novice teachers in first or second year of teaching 	<ul style="list-style-type: none"> Teachers scoring “Developing” in previous year Novice teachers in third or fourth year of teaching Experienced teachers new to Avon in first or second year 	<ul style="list-style-type: none"> Avon tenured teachers scoring “Proficient” or “Exemplary” in previous year
Formal In-Class Observation	Four formal observations that are scheduled in advance, with pre and post conferences. (1 per 45 school days)	Three formal observations that are scheduled in advance, with pre and post conferences. (1 per 60 school days)	One formal observation (prior to April 1) that is scheduled in advance, with a pre and post conference. At the teacher’s request, a second formal observation will be conducted and integrated into his/her evaluation with equal weight.
Verbal and written feedback will be provided within 7 days. Only an administrator employed under a 092 license can conduct formal observations. In the event that two or more observations are conducted within a year, teachers may request to have more than one administrator conduct an observation.			
Formal Reviews of Practice	Three required reviews of practice and one administrator selected review of practice*.		A minimum of 4 selected reviews of practice mutually agreed upon by the teacher and administrator*.
*Informal observations may be conducted at any point, based on the discretion of the evaluator	<p>Required reviews of practice:</p> <ul style="list-style-type: none"> Unannounced observations of teacher instruction (greater than 10 minutes per visit) Self-reflection resulting from observations of others’ practices Substantial examples of collaboration (co-teaching a lesson, assessment design, student interventions, etc.) 	<p>Suggested examples of reviews of practice may include, but are not limited to:</p> <ul style="list-style-type: none"> reviews of curriculum-based instruction assessments and/or student portfolios planning meetings, data team meetings professional learning community meetings call-logs or notes from parent-teacher meetings observations of coaching and/or mentoring other teachers participation in professional development or school-based activities/events observing other classrooms and providing feedback and or reflection team-teaching and/or co-teaching inviting a colleague to observe you and provide you with feedback unannounced observations of teacher instruction (greater than 10 minutes per visit) curriculum writing vertical alignment planning horizontal alignment planning (with other disciplines or specialty areas) participation in TEAM out-of-district professional activities peer survey 	

Pre-Conferences and Post-Conferences

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

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations provide the most evidence for domains 2 and 4 of the CCT Rubric for Effective Teaching, but both pre-and post-conferences provide the opportunity for discussion of all five domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the five domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, committee meetings, data team meetings, department/grade level meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and participation in professional development or school-based activities/events.

Feedback

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

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

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

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline (pages 3-4) section, teachers develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching. The focus area will guide observations and feedback conversations throughout the year.

At the start of the year, each teacher will work with his or her evaluator to develop his/her practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the CCT Rubric for Effective Teaching. Schools may decide to create a school-wide or grade-specific focus areas aligned to a particular indicator that all teachers will include as one of their goals.

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

Teacher Performance and Practice Scoring

Individual Observations

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

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 17 indicators.
- 2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

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

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

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

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

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

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 2:

Domain 2	Indicator Rating	Evaluator's Score
2a	<i>Developing</i>	2
2b	<i>Developing</i>	2
2c	<i>Proficient</i>	3
2d	<i>Exemplary</i>	4
Average Score		2.8

- 2) Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
2	2.8
3	2.6
4	3.0
5	2.8
6	3.0

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

Domain	Score
2	2.8
3	2.6
4	3.0
5	2.8
6	3.0
Average Score	2.8

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

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

Category #2: Parent Feedback (10%)

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

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

1. Conduct an Anonymous School-wide Parent Survey
The parent survey will be administered every spring and trends analyzed from year-to-year. The survey will demonstrate properties of fairness, reliability, validity and usefulness.
2. Set School-wide Goals Based on Parent Survey Feedback
Principals and teachers will review the parent survey results and set school-wide goals before the beginning of the school year.
3. Teacher and Evaluator Choose One School-wide Improvement Goal and Set Improvement Target
The teacher and evaluator will mutually select one school-wide goal and determine an improvement target.
4. Measure Progress on Growth Targets
The teacher and his/her evaluator will measure the level of success by collecting evidence that supports completion of the improvement target.
5. Determine the Teacher's Summative Rating in the Parent Feedback Category
The teacher's summative rating in the Parent Feedback Category will reflect the degree to which a teacher successfully reaches the improvement target. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

STUDENT OUTCOMES RELATED INDICATORS

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

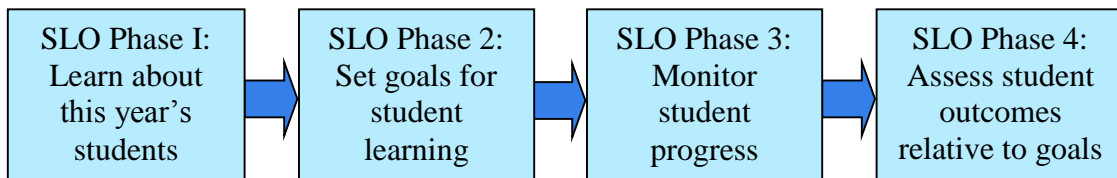
Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning, which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

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

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



SLO Phase 1: Learn about this year's students

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their 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 student learning)

Each teacher will write two SLOs. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. For the other half (22.5%) of the indicators of academic growth and development, there may be a maximum of one additional standardized indicator (if there is mutual agreement) or a minimum of one non-standardized indicator.

Examples of standardized assessments that may be used, but are not limited to, include:

- DRA
- CMTs
- CAPT
- AP exams

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

Step 1: Decide on the Student Learning Objectives

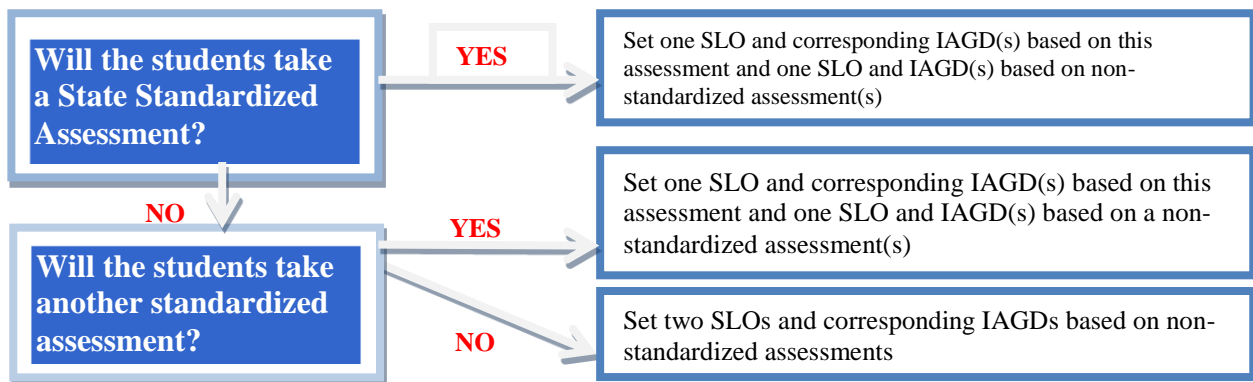
The SLOs will be broad goals for student learning and should address a central purpose of the teacher’s assignment.

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 or district standards for the grade level or course. Depending on the teacher’s assignment, an SLO statement 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 SLOs although they will be individually accountable for their own students’ results.

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 SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators when selecting indicators to use to gauge attainment of SLOs. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the flow chart below to determine appropriate IAGDs.



A **standardized assessment** is characterized by the following attributes:

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

Each IAGD should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. IAGDs 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 IAGDs are unique to each teacher’s particular students; teachers with similar assignments may use the same evidence for their SLOs, but they would be unlikely to have identical IAGDs. Taken together, an SLO and its IAGD(s), if achieved, would provide evidence that the objective was met.

Step 3: Provide Additional Information

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

- baseline data used to determine SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessments teacher plans to use to gauge students’ progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval

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

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

SLO Approval Criteria

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

SLO Phase 3: Monitor students' progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. SLOs can be adjusted by mutual agreement of the teacher and evaluator during the Mid-Year Conference if unforeseen circumstances arise.

SLO Phase 4: Assess student outcomes relative to SLOs

At the end of the school year, the teacher should collect the evidence required by his/her IAGDs and submit it to his/her 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 IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 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.

For SLOs that include an IGAD(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators, 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 assessment data 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.

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

Five percent (5%) of a teacher’s evaluation shall be based on a Whole-School Student Learning Indicator. Based on the school performance index (SPI), the building principal will determine, define and communicate a Whole-School Student Learning Indicator to which all teachers will be held accountable. Teachers will be required to articulate in writing how they will contribute to the achievement of the Whole-School Student Learning Indicator.

Teachers will be expected to share their efforts, actions and provide evidence that supports their contributions towards achieving this indicator. A teacher’s Whole-School Student Learning Indicator rating is represented by the aggregate rating for multiple student learning indicators established for his/her administrator’s evaluation rating.

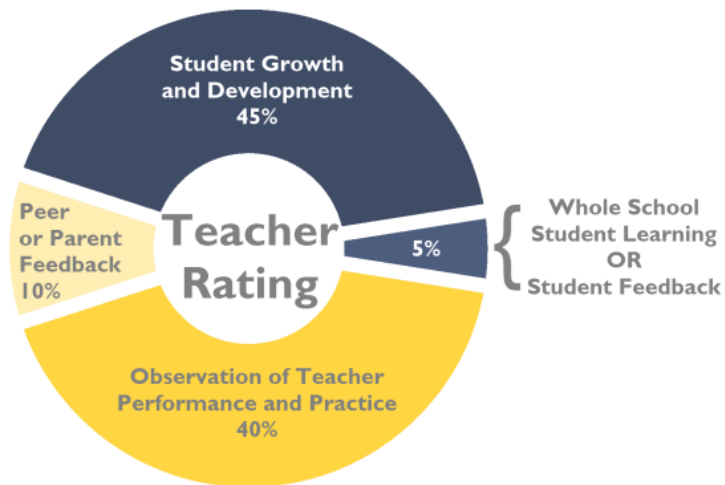
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded Whole-School Student Learning Indicator	Met Whole-School Student Learning Indicator	Partially met Whole-School Student Learning Indicator	Did not meet Whole-School Student Learning Indicator

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0. However, once the state data is available, the evaluator shall revisit the final rating and amend at that time as needed, but no later than September 15.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

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

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

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

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			172.5 → 173

Rating Table

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

3) Use the Summative Matrix to determine the Summative Rating

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

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

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

The district will use summative ratings from the teacher evaluation model to determine teacher effectiveness or ineffectiveness.

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. At the end of year four, the superintendent shall award tenure to any educator deemed effective (or 40 school months of continuous employment).

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

Dispute-Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Appendix A

Common Core of Teaching (CCT) Rubric for Effective Teaching

CCT DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students</p> <p>Attributes</p> <ul style="list-style-type: none"> • Rapport and positive interaction • Respectful of student diversity 	<ul style="list-style-type: none"> • Demonstrating negative interactions or lack of interactions between teacher and students • Demonstrating disrespect toward the diversity of students and their learning needs 	<ul style="list-style-type: none"> • Establishing rapport and positive interaction with some but not all students • Establishing a learning environment that is respectful of students' cultural and developmental differences but does not reinforce respect for diversity among students 	<ul style="list-style-type: none"> • Maintaining rapport and positive interactions with students and promoting expectations that they are respectful of one another • Maintaining a learning environment that is respectful of students' cultural and developmental differences and reinforces expectations that students are respectful of one another's differences 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Involving learners in promoting a respectful learning environment • Using and incorporating the diversity of students' differences to enrich learning opportunities
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Student engagement • Shared responsibility for learning process 	<ul style="list-style-type: none"> • Some students are consistently not engaged and few attempts are made to re-engage them • Creating a learning environment in which students are reluctant to take intellectual risks or interact with teacher and other students 	<ul style="list-style-type: none"> • Some students are not engaged and attempts are made to re-engage them • Creating a learning environment in which students take some intellectual risks and/or interact positively with one another 	<ul style="list-style-type: none"> • Students are consistently engaged in learning • Creating a learning environment in which students are willing to take intellectual risks and share responsibility for learning 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Encouraging students to question or challenge ideas presented by the teacher or other students

CCT DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.c. Promoting appropriate standards of behavior</p> <p>Attributes</p> <ul style="list-style-type: none"> Communicates and reinforces appropriate standards of behavior Promotes social competence and responsible behavior 	<ul style="list-style-type: none"> Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning Providing ineffective instruction and/or opportunities for students to develop social skills and responsible behavior 	<ul style="list-style-type: none"> Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning Promoting social competence with some effectiveness in building students' capacity to self-regulate and take responsibility for their actions 	<ul style="list-style-type: none"> Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building students' capacity to self-regulate and take responsibility for their actions 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Students independently use proactive strategies and social skills and take responsibility for their actions
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.d. Maximizing instructional time by effectively managing routines and transitions</p> <p>Attributes</p> <ul style="list-style-type: none"> Time spent on routines and transitions appropriate to the purpose and the needs of the students 	<ul style="list-style-type: none"> Loss of significant instructional time due to ineffective management of routines or transitions 	<ul style="list-style-type: none"> Losing some instructional time due to ineffective planning or management of routines or transitions 	<ul style="list-style-type: none"> Maximizing instructional time by establishing and effectively managing routines and transitions 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Students independently facilitate and engage in routines and transitions

CCT DOMAIN 3: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.a. Planning of instructional content is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge</p> <p>Attributes</p> <ul style="list-style-type: none"> • Content aligned with standards with coherent progression • Determination of students present level of knowledge and skills • Differentiation based on students' learning needs 	<ul style="list-style-type: none"> • Planning instruction that lacks alignment with CCSS and/or other appropriate content standards, or lacks coherent sequence of knowledge, skills or concepts • Using general curriculum goals with limited attention to student assessment data to guide planning • Differentiation and level of rigor of instruction are not based on student data 	<ul style="list-style-type: none"> • Planning instruction in alignment with CCSS and/or other appropriate content standards, lacks coherent sequencing, depth of knowledge or connections between knowledge, skills or concepts across lessons or units • Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning • Differentiation and level of rigor of instructional content are based primarily on data of group needs 	<ul style="list-style-type: none"> • Planning instruction in alignment with CCSS and/or other appropriate content standards, that has a coherent progression, depth of knowledge and connects and integrates knowledge, skills, concepts and anticipates misconceptions • Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning • Differentiation and level of rigor of instructional content are based on data of group and individual students' needs 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance • Engaging students in identifying their own learning needs to individualize instruction

CCT DOMAIN 3: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.b. Planning instructional strategies to actively engage students in the content</p> <p>Attributes</p> <ul style="list-style-type: none"> • Strategies, tasks and questions • Resources, technology and flexible groupings • Literacy through the content areas 	<ul style="list-style-type: none"> • Selecting or designing instructional strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking • Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes • Planning instruction that lacks design of strategies for teaching literacy through the content area 	<ul style="list-style-type: none"> • Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge • Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes • Planning instruction that includes some strategies for teaching literacy through the content area which may not assist students in accessing or understanding the content 	<ul style="list-style-type: none"> • Selecting and designing instructional strategies, tasks and questions that build to higher order knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge • Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom • Planning instruction that consistently includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Selecting and designing resources that extend learning opportunities beyond the classroom or school and provide for opportunities for interdisciplinary, real world, career or global connections
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.c. Selecting appropriate assessment strategies to monitor ongoing student progress</p> <p>Attributes</p> <ul style="list-style-type: none"> • Formative assessment for learning 	<ul style="list-style-type: none"> • Selecting or designing lesson-based assessments that insufficiently measure progress towards or attainment of learning outcomes 	<ul style="list-style-type: none"> • Selecting or designing lesson-based assessment strategies that at times do not measure progress towards or attainment of the learning outcomes 	<ul style="list-style-type: none"> • Selecting or designing lesson-based assessment strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Selecting and designing performance-based assessments that enable students to generalize learning to new contexts

CCT DOMAIN 4: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.a. Implementing instructional content for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Instructional purpose aligned with standards • Content coherence within and across instruction • Literacy through the content areas 	<ul style="list-style-type: none"> • Implementing instruction that lacks clarity of purpose, academic language and lacks alignment with CCSS and/or other appropriate content standards • Implementing instruction that lacks a coherent sequence and appropriate depth of knowledge, skills or concepts • Implementing instruction that provides few opportunities for students to engage in literacy through the content area 	<ul style="list-style-type: none"> • Implementing instruction that lacks some clarity of purpose and academic language or has limited alignment with CCSS and/or other appropriate content standards • Implementing instructional content that at times lacks a coherent progression and appropriate depth of knowledge, skills or concepts • Implementing instruction that provides some opportunities for students to engage in literacy through the content area which may not assist students in accessing or understanding the content 	<ul style="list-style-type: none"> • Implementing instruction that has a clear purpose and academic language that aligns with CCSS and/or other appropriate content standards, that students can articulate • Implementing instructional content that has a coherent progression and appropriate depth of knowledge, skills or concepts to advance learning • Implementing instruction that consistently includes explicit teaching of literacy through the content area that supports students' content knowledge 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students can explain how the learning is situated within a broader learning context/curriculum

CCT DOMAIN 4: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.b. Leading students to construct new learning through use of active learning strategies</p> <p>Attributes</p> <ul style="list-style-type: none"> • Strategies, tasks, questions, discourse and inquiry • Resources, technology and groupings • Level of challenge • Varying teacher and student roles 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information • Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions • Using an inappropriate balance of support and challenge • Varying of student and teacher roles provides some opportunities for students to work together 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions • Using a balance of support and challenge to help some students advance their learning • Varying the student and teacher roles allows for opportunities for students to work together to solve problems 	<ul style="list-style-type: none"> • Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways • Using a balance of support and challenge to help students advance their learning • Varying the student and teacher roles provides multiple ways for students to direct their learning, solve problems and build independence 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence • Promoting student ownership, self-direction and choice while achieving the lesson purpose • Providing opportunities for interdisciplinary, real world, career or global connections

CCT DOMAIN 4: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.c. Monitoring student learning, providing feedback to students and adjusting instruction</p> <p>Attributes</p> <ul style="list-style-type: none"> • Monitoring of student understanding during instruction • Feedback to students • Adjustment of instruction 	<ul style="list-style-type: none"> • Monitoring of task completion rather than student achievement of lesson purpose/objective • Providing feedback that may be limited, frequently does not help students improve learning, lacks specificity or is inaccurate • Adjusting instruction that is frequently not based on effective monitoring of students' achievement of learning objectives 	<ul style="list-style-type: none"> • Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete • Providing feedback that may lack specificity but is accurate and helps some students improve their learning • Adjusting instruction during and between lessons that emphasize whole group achievement and focuses primarily on providing more time or re-teaching of content or process 	<ul style="list-style-type: none"> • Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective • Providing feedback that is accurate, specific and helps students advance their learning • Adjusting instructional content, strategies or assessments during and between lessons that is targeted to group and individual needs 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning • Feedback challenges students to extend their learning and thinking

CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.a. Formative and summative assessment for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Formative and summative assessments aligned with curricular standards • Connections between assessment results and the broader curricular standards 	<ul style="list-style-type: none"> • Using formative and summative assessments that are frequently misaligned between measurement of students' knowledge, skills and concepts in the broader curricular standards • Insufficiently using assessment results in alignment with CCSS and/or other appropriate content standards to inform planning and instruction 	<ul style="list-style-type: none"> • Using formative and summative assessments to measure students' cumulative knowledge, skills and concepts in the broader curricular standards • Beginning to make connections between the assessment results in alignment with CCSS and/or other appropriate content standards and the achievement of the broader curricular standards to inform planning and instruction 	<ul style="list-style-type: none"> • Using a variety of formative and summative assessments and strategies to provide multiple measures of cumulative knowledge, skills and concepts in the broader curricular standards • Making connections between the assessment results in alignment with CCSS and/or other appropriate content standards and the achievement of the broader curricular standards to inform planning and instruction 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Modifying assessments to meet the needs of students and value the diversity of ways in which they learn

CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Assessment criteria • Student use of assessment criteria • Summative or cumulative feedback for learning 	<ul style="list-style-type: none"> • Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to students • Providing insufficient opportunities for students to use criteria to self-assess work and assume responsibility for their own learning • Providing feedback on summative and cumulative progress that is not individualized or descriptive 	<ul style="list-style-type: none"> • Developing and using academic and behavioral assessment criteria that are generally clear, descriptive, aligned with learning outcomes but may not be communicated to students prior to assignments/assessments • Providing some opportunities for students to use criteria to self- assess work and assume responsibility for their own learning • Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance for improvement toward learning goals 	<ul style="list-style-type: none"> • Developing and using academic and behavioral assessment criteria that are consistently clear, descriptive, aligned with learning outcomes and communicated to students prior to assignments/assessments • Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning • Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards learning goals 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Involving students in developing assessment criteria • Students provide rationale for self-assessment results • Students analyze their own results and progress toward achieving learning goals

CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.c. Comprehensive data analysis, interpretation and communication</p> <p>Attributes</p> <ul style="list-style-type: none"> • Comprehensive data to understand student achievement at a particular point in time and over time • Collaborate to analyze, interpret data/results 	<ul style="list-style-type: none"> • Insufficiently collecting student academic or behavioral data/results to develop an understanding of students' progress • Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction 	<ul style="list-style-type: none"> • Collecting some student academic, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction predominantly through organized structures or processes and not as needs arise 	<ul style="list-style-type: none"> • Collecting comprehensive student academic, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction 	<p>NOTE: no exemplary performance descriptor is provided for this indicator</p>

CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.a. Engaging in continuous professional growth to impact instruction and student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Reflection and self-evaluation to analyze practice and impact on student learning • Response to feedback • Learning opportunities to enhance skills and student learning 	<ul style="list-style-type: none"> • Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning • Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice • Participating in required professional learning that is limited to attendance at required sessions or opportunities 	<ul style="list-style-type: none"> • Reflecting on and self-evaluating practice and student learning but lacks depth of analysis • Responding constructively to supervisor or peer feedback and recommendations for professional growth • Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice 	<ul style="list-style-type: none"> • Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning • Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration • Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Contribution to school improvement processes • Collaboration with colleagues and administrators 	<ul style="list-style-type: none"> • Participating with colleagues but minimally contributing to school improvement initiatives • Collaborating with colleagues in limited ways or when required to plan and engage in professional learning 	<ul style="list-style-type: none"> • Participating on school or district committees and in activities as required and beginning to engage in implementation of the school improvement initiatives • Collaborating with colleagues and administrators to engage in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate content standards 	<ul style="list-style-type: none"> • Participating proactively with colleagues and administrators to develop and implement school or district improvement initiatives • Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate content standards 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading and facilitating colleagues in efforts to develop school and district improvement initiatives • Facilitating or coaching others in professional learning to improve practice and providing others with constructive feedback

CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.c. Communicating and collaborating with colleagues, students and families to develop and sustain a positive school climate and support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Collaboration with colleagues and families to sustain positive school climate • Communication with families • Culturally respectful communication with families and students 	<ul style="list-style-type: none"> • Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity • Communicating with families about student progress is primarily through required reports and conferences • Communicating with students and families sometimes lacks respect for cultural differences 	<ul style="list-style-type: none"> • Collaborating with colleagues to engage students and families in efforts to develop and sustain a positive school climate • Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships • Communicating with students and families in a generally culturally respectful manner 	<ul style="list-style-type: none"> • Collaborating with colleagues proactively to engage students and families to develop and sustain a positive school climate • Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success • Communicating with students and families in a consistently culturally respectful manner 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading efforts within and outside the school to improve and strengthen the school climate • Developing unique strategies or digital and technological resources to communicate frequently with families and students • Seeking input from families and communities to support student growth and development
<p>6.d. Conducting oneself as a professional</p> <p>Attributes</p> <ul style="list-style-type: none"> • Teacher behavior consistent with Connecticut's <i>Code of Professional Responsibility for Educators</i> 	<ul style="list-style-type: none"> • Teacher actions are consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. • Teacher actions are not consistent with the commitment to students, the profession, the community and families that are set forth in The Code of Professional Responsibility for Educators 			

Appendix B

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

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.a. Promoting a positive climate that is responsive, respectful and equitable</p> <p>Attributes</p> <ul style="list-style-type: none"> • Rapport and positive interactions • Respectful of student(s), staff and families' diversity 	<ul style="list-style-type: none"> • Limited evidence of rapport with student(s), staff and families • Demonstrating some disrespectful interactions with student(s), staff and families or lack of sensitivity to diversity of student(s), staff and families 	<ul style="list-style-type: none"> • Establishing rapport and positive interaction with some, but not all students, staff and families • Demonstrating respectful interactions with student(s), staff and families, but does not reinforce respect for diversity among students, staff and families 	<ul style="list-style-type: none"> • Building positive rapport and trusting, supportive relationships with student(s), staff and families • Interacting with students(s), staff and families respectfully and creating a climate that is sensitive to cultural, developmental and learning differences 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Involving student(s), staff and families in promoting a respectful learning environment • Celebrating student(s)', staff and family differences and diversity and promoting expectations that they are respectful of one another
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Student engagement/re-engagement <p>Shared responsibility for positive student interaction</p>	<ul style="list-style-type: none"> • Some students are consistently not engaged and few attempts are made to re-engage them • Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s) 	<ul style="list-style-type: none"> • Demonstrating developing strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other 	<ul style="list-style-type: none"> • Demonstrating effective strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) are willing to take intellectual risks, interact positively with each other and share responsibility for learning 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Student(s) contribute to a positive learning environment and independently interact with one another

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.c. Promoting appropriate standards of behavior</p> <p>Attributes</p> <ul style="list-style-type: none"> • Communicates and reinforces appropriate standards of behavior • Promotes social competence and responsible behavior 	<ul style="list-style-type: none"> • Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning • Providing ineffective opportunities for student(s) to develop social skills and responsible behavior 	<ul style="list-style-type: none"> • Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning • Promoting social competence with some effectiveness in building student’s capacity to self-regulate and take responsibility for their actions 	<ul style="list-style-type: none"> • Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning • Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)’ capacity to self-regulate and take responsibility for their actions 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Student(s) independently use proactive strategies and social skills and take responsibility for their actions
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.d. Promoting efficient routines and transitions to maximize service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> • Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students 	<ul style="list-style-type: none"> • Loss of significant service delivery due to ineffective management of routines, transitions and accessing resources and materials 	<ul style="list-style-type: none"> • Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials 	<ul style="list-style-type: none"> • Maximizing service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students independently facilitate and engage in routines and transitions

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.a. Planning service delivery is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge</p> <p>Attributes</p> <ul style="list-style-type: none"> • Service delivery is aligned with coherent progression • Service delivery is aligned with present level of knowledge and skill • Differentiation based on student’s learning needs 	<ul style="list-style-type: none"> • Planning service delivery content that lacks alignment with performances or developmental expectations or standards • Use of student data is insufficient to identify prior knowledge to plan service delivery or differentiate for student(s)’ needs • Planning service delivery that is often at an inappropriate level of challenge for student(s) 	<ul style="list-style-type: none"> • Planning service delivery that is aligned with student need, but sometimes lacks coherent sequencing or connections to developmental expectations or standards • Using some assessment data to develop a general understanding of students’ level of knowledge and skill to guide planning • Planning intervention that is at an appropriate level of challenge and depth based on student(s)’ prior developmental expectation or standards 	<ul style="list-style-type: none"> • Planning service delivery that has a coherent progression and alignment with student developmental expectations or standards, connecting and integrating performance and participation • Using multiple sources of assessment data to develop a clear, detailed understanding of students’ level of knowledge and skill to guide planning • Planning service delivery that is at an appropriate level of challenge, depth, and relevant to student(s)’ developmental expectations or standards 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance • Engaging students in identifying their own learning needs and advocating for supports

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.b. Planning assessment and prevention/intervention strategies to actively engage student(s)</p> <p>Attributes</p> <ul style="list-style-type: none"> • Prevention/intervention strategies, tasks and questions • Resources, technology and flexible groupings 	<ul style="list-style-type: none"> • Selecting and designing strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking • Selecting or designing resources, technology and groupings that insufficiently support the needs of students • Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes 	<ul style="list-style-type: none"> • Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge • Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes • Resources, technology and flexible groupings are used to enable access and attainment of student outcomes 	<ul style="list-style-type: none"> • Selecting and designing instructional strategies, tasks and questions that build to higher order, knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge • Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom • Resources, technology and flexible groupings are used to enable access and learning outcomes in and out of the setting 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Selecting and designing resources that extend learning opportunities beyond the classroom or school and provides for opportunities for interdisciplinary, real world, career or global connections

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.c. Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress</p> <p>Attributes</p> <ul style="list-style-type: none"> • Formative assessment strategies aligned to developmental expectations or standards to monitor student progress 	<ul style="list-style-type: none"> • Selecting or designing assessment strategies that insufficiently measure progress towards or attainment of learning outcomes 	<ul style="list-style-type: none"> • Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes 	<ul style="list-style-type: none"> • Selecting or designing assessments strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Selecting and designing performance assessments that enable student(s) to generalize learning to new contexts

CCT DOMAIN 4: Student Educator Support Specialists: Service Delivery

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.a. Delivery of services</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Service delivery is aligned with developmental expectations or Standards • Prevention/intervention activities are aligned with instructional objectives 	<ul style="list-style-type: none"> • Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional objectives • Implementing prevention/intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills or concepts • Implementing prevention/intervention that is routinely at an inappropriate level of challenge 	<ul style="list-style-type: none"> • Implementing developmental expectations or standards which sometimes lacks clarity or connection with the broader instructional objectives • Implementing prevention/intervention instructional content that is aligned with instructional objective, but lacks a coherent progression of knowledge, skills or concepts • Implementing prevention/intervention aligned with student developmental expectations or standards, but at an inappropriate level of challenge and depth for some student(s) 	<ul style="list-style-type: none"> • Providing the developmental expectations or standards clearly within the broader learning context/curriculum • Implementing prevention/intervention instructional content that has a coherent progression aligned with the developmental expectations or standards • Implementing prevention/intervention at an appropriate level of challenge, depth and relevant to student(s) developmental expectations and standards and assists student(s) with accessing or understanding the content 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Student(s) can explain how the learning is situated within a broader learning context/ curriculum

CCT DOMAIN 4: Student Educator Support Specialists: Service Delivery

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.b. Leading students to construct new learning through use of prevention/intervention strategies</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Strategies, tasks, questions, discourse and inquiry • Resources, technology and groupings • Level of challenge • Varying service provider and student roles 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information • Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions • Using an inappropriate balance of support and challenge • Varying of student and service provider roles provides some opportunities for students to work together 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions • Using a balance of support and challenge to help some students advance their learning • Varying the student and service provider roles allows for opportunities for students to work together to solve problems 	<ul style="list-style-type: none"> • Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at time involve students in developing their own questions and problem-solving strategies • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways • Using a balance of support and challenge to help students advance their learning • Varying the student and service provider roles provides multiple ways for students to direct their learning, solve problems and build independence 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence • Promoting student ownership, self-direction and choice while achieving the lesson purpose • Promoting opportunities for interdisciplinary, real world, career or global connections

CCT DOMAIN 4: Student Educator Support Specialists: Service Delivery

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.c. Monitoring student learning, providing feedback to students and adjusting service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> • Monitoring student understanding during service delivery • Feedback to students • Adjustment of service delivery 	<ul style="list-style-type: none"> • Monitoring is not evident • Providing feedback that may be limited, frequently does not help students improve skills, lacks specificity or is inaccurate • Adjusting service delivery that is frequently not based on effective monitoring of students' improvement of skills 	<ul style="list-style-type: none"> • Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete • Providing feedback that may lack specificity but is accurate and helps some students improve their skills • Adjusting service delivery during and between lessons that focuses primarily on providing more time or re-teaching of content or process 	<ul style="list-style-type: none"> • Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective • Providing feedback that is accurate, specific and helps students advance their skills • Adjusting service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Student(s) independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning • Feedback challenges students to extend their learning and thinking

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.a. Formative and summative assessment for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Formative and summative assessment strategies aligned with developmental expectations and standards • Connections between assessment results and service delivery 	<ul style="list-style-type: none"> • Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards • Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery 	<ul style="list-style-type: none"> • Using formative and summative assessment strategies to measure student(s)' skills and concepts or developmental expectations or standards • Beginning to make connections between assessment results to inform planning and service delivery 	<ul style="list-style-type: none"> • Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards • Making connections between assessment results to inform planning and service delivery 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Modifying assessments to meet the needs of students and value the diversity of ways in which they learn

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Assessment criteria • Student use of assessment criteria • Summative or cumulative feedback for learning 	<ul style="list-style-type: none"> • Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to student(s) • Providing insufficient opportunity for student(s) to use assessment criteria for self-assessment or to take responsibility for learning • Providing feedback on summative or cumulative progress that is not individualized or descriptive 	<ul style="list-style-type: none"> • Developing and using prevention/intervention and behavioral assessment criteria that are generally clear and descriptive, aligned with outcomes but may not be consistently communicated or discussed with student(s) prior to assignments/assessments • Providing some opportunities for student(s) to use assessment criteria for self and peers and to assume responsibility for own learning • Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance toward intervention goals 	<ul style="list-style-type: none"> • Developing and using prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes and communicated and discussed with student(s) prior to assignments or assessments • Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning • Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards intervention 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Involving student(s) in developing assessment criteria • Student(s) provide rationale for self-assessment results • Students analyze their own results and progress toward achieving learning goals

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.c. Comprehensive data analysis, interpretation and communication</p> <p>Attributes</p> <ul style="list-style-type: none"> • Comprehensive data to understand student achievement at a particular point in time and over time • Collaborate, analyze, interpret and communicate data/results 	<ul style="list-style-type: none"> • Insufficiently collecting student prevention/ intervention or behavioral data/results to develop an understanding of students' progress • Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction 	<ul style="list-style-type: none"> • Collecting some student prevention/intervention behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction predominantly through organized structures or processes and not as needs arise 	<ul style="list-style-type: none"> • Collecting comprehensive student prevention/ intervention, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction 	<p>NOTE: no exemplary performance descriptor is provided for this indicator</p>

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.a. Engaging in continuous professional growth to impact services and student progress</p> <p>Attributes</p> <ul style="list-style-type: none"> • Reflection and self-evaluation to analyze practice and impact on student learning • Response to feedback • Learning opportunities to enhance skills and student learning 	<ul style="list-style-type: none"> • Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning • Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice • Participating in required professional learning that is limited to attendance at required sessions or opportunities 	<ul style="list-style-type: none"> • Reflecting on and self-evaluating practice and student learning but lacks depth of analysis • Responding constructively to supervisor or peer feedback and recommendations for professional growth • Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice 	<ul style="list-style-type: none"> • Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning • Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration • Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Contributing to school improvement processes • Collaboration with colleagues and administrators 	<ul style="list-style-type: none"> • Participating with colleagues and stakeholders but minimally collaborates or contributes to developing the school improvement initiatives • Collaborating with colleagues and stakeholders in limited ways or when required to plan and engage in professional learning 	<ul style="list-style-type: none"> • Participating on school or district committees and activities as required and beginning to engage in implementation of the school improvement initiatives • Collaborating with colleagues and administrators to engage in professional learning that is team-based, job embedded, sustained over time and aligned with CCSS and/or appropriate standards 	<ul style="list-style-type: none"> • Participating proactively with colleagues, stakeholders and administrators to develop school or district improvement planning, implementation, analysis and adjustment • Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate standards 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading and facilitating colleagues in efforts to develop school and district improvement efforts • Facilitating or coaching others in professional learning to improve practice and provide constructive feedback

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Collaborating with colleagues stakeholders and families to sustain positive school climate • Communicating with families • Culturally respectful communication with families and students 	<ul style="list-style-type: none"> • Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity • Communicating with families about student progress is primarily through required reports and conferences • Communicating with student(s) and families sometimes lacks respect for culture differences 	<ul style="list-style-type: none"> • Collaborating with colleagues and stakeholders to engage student(s) and families in efforts to develop and sustain positive school climate • Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships • Communication with student(s) and families in a generally culturally respectful manner 	<ul style="list-style-type: none"> • Collaborating with colleagues and stakeholders proactively to engage student(s) and families to develop and sustain a positive school climate • Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success • Communicating with students and families in a consistently culturally respectful manner 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading efforts within and outside the school to improve and strengthen the school climate • Developing unique strategies or digital and technological resources to communicate frequently with families and students • Seeking input from families and communities to support student growth and development
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.d. Conducting oneself as a professional</p> <p>Attributes</p> <ul style="list-style-type: none"> • Code of professional ethics and responsibility • Standards of practice for discipline • Consistent with certification and licensure requirements 	<ul style="list-style-type: none"> <input type="checkbox"/> Service Provider actions are consistent with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline <input type="checkbox"/> Service Provider actions are not consistent with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline 			

Appendix C

Connecticut Code of Professional Responsibility for Teachers

Applicability of the **Code of Professional Responsibility for Teachers to Candidates in a Connecticut Educator Preparation Program**

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Connecticut Common Core of Teaching
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut State Department of Education



Stefan Pryor
Commissioner

Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

FOR MORE INFORMATION:

Web: <http://www.ct.gov/sde/cert>
E-mail: teacher.cert@ct.gov
Phone: (860) 713-6969
(Noon-4 p.m., Monday, Tuesday,
Thursday and Friday)
Mail: Bureau of Educator Standards
and Certification
P.O. Box 150471, Room 243
Hartford, CT 06115-0471

Connecticut Code of Professional Responsibility

For Teachers

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



PREAMBLE

Subsection (a)

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

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

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

Connecticut Code of Professional Responsibility for Teachers

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

(b) RESPONSIBILITY TO THE STUDENT

- (1) **The professional teacher, in full recognition of his or her obligation to the student, shall:**
- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
 - (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
 - (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
 - (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
 - (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
 - (F) Assist students in the formulation of value systems and worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
 - (H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
 - (I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
 - (J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

- (2) **The professional teacher, in full recognition of his or her obligation to the student, shall not:**

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Sexually or physically harass or abuse students;
- (C) Emotionally abuse students; or
- (D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

- (1) **The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:**

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional teacher's right to teach effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Assume responsibility for his or her professional development;
- (F) Encourage the participation of teachers in the process of educational decision-making;
- (G) Promote the employment of only qualified and fully licensed teachers;
- (H) Encourage promising, qualified and competent individuals to enter the profession;
- (I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- (J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

- (2) **The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:**

- (A) Obtain licensure or employment by misrepresentation or fraud;
- (B) Misrepresent his, her or another's professional qualifications or competencies; or
- (C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

- (1) **The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:**

- (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all children.

- (2) **The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:**

- (A) Exploit the educational institution for personal gain; or
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

Appendix D

Teacher Evaluation and Development Model Forms

- Focus Area Template
- Parent Feedback Goal Development
- Student Learning Objective (SLO) Development
- SLO Development Guide
- Pre-Observation Plan for Classroom Teachers
- Pre-Observation Conference Protocol
- Post-Observation Reflection
- Mid-Year Teacher Self-Assessment
- End-of-Year Teacher Self-Assessment

AVON PUBLIC SCHOOLS
Teacher Evaluation and Development

Focus Area Template

Teacher _____ School _____ Date _____

1. Focus Area
2. Rationale. Why is this focus area important? How will achieving this focus area improve learning and student achievement?
3. Alignment to CCT Rubrics. Where does this focus area align to the Domain, Indicator and Attribute of the CCT Rubric?
4. Strategies/Action Steps. What strategies/actions will be taken to achieve this focus area?
5. Timeline. By what dates will the strategies/action steps take place so that monitoring progress can be analyzed?
6. Monitoring Progress. What evidence/data will be collected to chart progress towards attainment of this focus area?
7. Resources Needed. What resources will be needed (including people) to assist in attaining this focus area?

AVON PUBLIC SCHOOLS
Teacher Evaluation and Development

Parent Feedback Goal Development

Teacher _____ School _____ Date _____

1. Parent Feedback Goal. (written in SMART language format)
2. School-Wide Improvement Goal. Which school-wide improvement goal has been selected? How will achieving this goal support the school-wide improvement goal?
3. Strategies/Action Steps. What strategies/actions will be taken to achieve this goal?
4. Timeline. By what dates will the strategies/action steps take place so that monitoring progress can be analyzed?
5. Monitoring Progress. What evidence/data will be collected to chart progress towards attainment of this goal?
6. Resources Needed. What resources will be needed to assist in attaining this goal?

AVON PUBLIC SCHOOLS
Teacher Evaluation and Development

Student Learning Objective (SLO) Development

Teacher:	School:	Date:
Grade:	Content area:	

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

--

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

--

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

--

Standards and Learning Content
<i>What are the standards connected to the learning content?</i>

--

Interval of Instruction

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

Assessments

How will you measure the outcome of your SLO?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets

What are the quantitative targets that will demonstrate achievement of the SLO?

Instructional Strategies

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

Does not meet	Meets partially	Meets or exceeds	SLO Development Guide
SLO Focus Statement			
<i>What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?</i>			
			SLO focus statement describes a broad goal for student learning and expected student improvement.
			Reflects high expectations for student improvement and aims for mastery of content or skill development.
			Is tied to the school improvement plan
Baseline – Trend Data			
<i>What data were reviewed for this SLO? How does the data support the SLO?</i>			
			Identifies source(s) of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
			Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weaknesses)
Student Population			
<i>Who are you going to include in this objective? Why is this target group/student selected?</i>			
			Justifies why this class and/or targeted group was selected, as supported by data comparing the identified population of students to a broader context of students (i.e., other classes, previous year's students, etc.)
			Describes characteristics of student population with numeric specificity including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities...)
			Includes a large proportion of students including specific target groups where appropriate
Standards and Learning Content			
<i>What are the standards connected to the learning content?</i>			
			SLO is a goal for student learning that identifies big and core ideas, domains, knowledge, and/or skills students are expected to acquire for which baseline data indicate a need
			Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)
Interval of Instruction			
<i>What is the time period that instruction for the learning content will occur?</i>			
			Specifies start and stop dates which includes the majority of the course length
Assessments			
<i>How will you measure the outcome of your SLO?</i>			
			Identifies by specific name the pre-assessments, post-assessments, and/or performance measures
			Aligns most of the assessment items or rubric criteria to the learning content tightly
			Assessment or performance measure is designed to assess student learning objectively, without bias, and includes plans for standardized administration procedures
			Includes a majority of constructed-response items and higher order thinking skills
			Performance measures allow all students to demonstrate application of their knowledge/skills
			Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items
Indicators of Academic Growth and Development (IAGDs)/Growth Targets			
<i>What are the quantitative targets that will demonstrate achievement of the SLO?</i>			
			Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and meets or exceeds district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)
			Baseline and trend data support established targets.
			Growth targets are based on state test data where available.
Instructional Strategies			
<i>What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?</i>			
			Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction
			States how formative assessments will be used to guide instruction
			Identifies professional learning/supports needed to achieve the SLO
			Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO
			Overall Rating for SLO

AVON PUBLIC SCHOOLS
Teacher Evaluation and Development

Pre-Observation Plan for Classroom Teachers

Teacher _____ School _____ Date _____
Date/Time of Observation _____ Grade Level/Subject _____

Directions: This plan should be completed and provided to the evaluator at least 24 hours prior to the pre-observation conference and the formal observation. The CSDE does not recommend use of this form for every day planning purposes.

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

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

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

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

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

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

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

Lesson Development/Instructional Strategies

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.
- Describe what instructional strategies you will use, and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

Students Needing Differentiated Instruction:

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

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

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

AVON PUBLIC SCHOOLS

Pre-Observation Conference Protocol

Teacher _____ School _____ Date _____

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

1. Will you still be implementing the plan you submitted or has it changed?
2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?
3. On what assessment data/evidence did you base your determination of prior or present level of knowledge and skills for the class versus those needing differentiation?
4. Do you anticipate any student misconceptions, misunderstandings or challenges?
5. How do you know that the strategies/tasks/questions are appropriately challenging for the students? How will students be engaged in problem-solving or critical thinking?
6. How did you decide upon the lesson based assessment strategies you will use?

AVON PUBLIC SCHOOLS

Post-Observation Reflection

Teacher _____ School _____ Date _____

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

1. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?
2. If you made changes or adjustments during your lesson, what were they and what led you to make them?
3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the post-conference.)
4. In our pre-conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.
5. What have you learned from this lesson or others that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?
6. As you reflect on your overall instruction and student learning, what have you identified as areas for your own professional growth to support student learning?

AVON PUBLIC SCHOOLS
Teacher Evaluation and Development

Mid-Year Teacher Self-Assessment Reflection

Teacher _____ School _____ Date _____

1. Describe your progress to date for each goal/SLO.

A. Focus Area:

B. Parent Feedback Goal:

C. SLO 1:

D. SLO 2:

2. Describe the professional learning and/or strategies that have contributed to your progress.

3. Have you encountered any challenges or barriers to achieving your goals/SLOs.

4. What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your goals/SLOs?

5. Other comments.

AVON PUBLIC SCHOOLS

End of Year Teacher Self-Assessment

Teacher _____ School _____ Date _____

Student Growth Indicators (45%) Student Growth and Development-SLO#1 and SLO #2

Describe the results of your SLOs and provide evidence for each indicator (IAGD). Describe what you did that produced these results, what you have learned and how you will use it going forward.

Indicate your overall progress by rating "Attainment of the Objective."

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Whole School Student Learning Indicators (5%)

Describe what you did to contribute to the achievement of the Whole-School Student Learning Indicator.

Parent Feedback (10%)

Describe what you did to achieve your goal, what you learned and how you might use the results going forward. Include any specific evidence that supports the achievement of your goal.

Indicate your overall progress by rating attainment of the goal.

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Goal	1	2	3	4
Enter Notes:				

Teacher Practice and Performance (40%) Practice and Performance Focus Area

Describe the action steps you took to develop your Focus Area and your growth related to student achievement.

Professional Learning

List the professional learning activities you participated in throughout the year.

What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?