

TORRINGTON PUBLIC SCHOOLS

Educator & Administrator
Evaluation and Development Plan

2019-2020

Torrington Public Schools Professional Development and Evaluation Plan

The Torrington Public Schools would like to recognize the following individuals who gave their time, talents, and considerable insights to developing the narratives and forms included in this document:

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Section 1**INTRODUCTION AND GUIDING ASSUMPTIONS**

Educators in Torrington are committed to ensuring that students achieve and develop 21st century skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state governments. Effective educators are among the most important school-level factors in student and teacher, learning and effective leadership is an essential component of any successful school.

To help ensure higher student performance, every board of education must have in place a collaboratively-developed, well-designed, research-based educator evaluation and professional growth system for educators at every level – teachers, student educator support specialists, building-based administrators, and central office administrators.

The Torrington Public Schools Educator Professional Development & Evaluation Plan is the structure through which teachers and administrators are supported to enhance their professional practices. As educators grow through the holistic processes used, students will benefit from enriched instruction, learn to take greater ownership for their learning, and develop and refine social skills needed to be productive workers and citizens.

The guiding principles that provide the foundation for this document are:

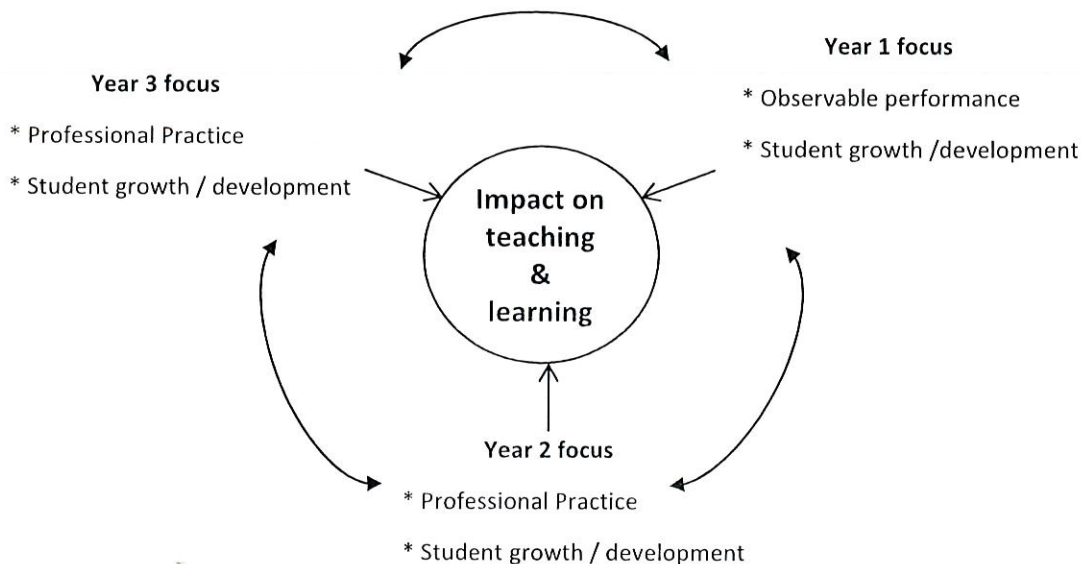
- When educators succeed, students succeed.
- To support educators, an evaluation plan needs to clearly define excellent practice and results, give accurate, useful feedback about educators' strengths and development areas, and provide opportunities for growth and recognition.
- The plan will:
 - utilize measures of growth based on student and educator performance
 - promote both professional judgment and consistency
 - foster dialogue about student and educator learning
 - encourage aligned professional development, coaching, and feedback to support educator growth
 - promote the development of educators as instructional leaders

Section 2 EVALUATION SYSTEM OVERVIEW

CT Statute has laid a new framework for teacher evaluation in Connecticut. The *Connecticut Guidelines for Educator Evaluation* outline specific features that must be included in every district educator evaluation system:

1. The use of a four-level rating system to describe teacher performance as progress made over time toward reaching goals: Exemplary, Proficient, Developing, and Below Standard;
2. A yearly evaluation process that includes
 - o A goal-setting conference each fall;
 - o Evidence collection and review;
 - o A mid-year check-in;
 - o A Summative review;
 - o Use of multiple indicators of student growth and development to determine 45% of a teacher’s evaluation;
 - o Use of observations/reviews of performance and practice to determine 40% of a teacher’s evaluation;
 - o Use of parent engagement strategies and whole-school measures to determine 15% of a teacher’s evaluation; and
 - o Local district reporting to the State Department of Education.
3. Training for evaluators
4. Orientation and training for educators on the evaluation program for teachers;
5. Professional learning based on individual or group needs identified through evaluation;
6. A process for resolving disputes regarding objectives, the evaluation period, feedback, or the professional learning offered;
7. Opportunities for career development and professional growth; and
8. A validation procedure for SDE or a SDE-approved third party entity to audit ratings of below standard or exemplary.

The Torrington Public Schools will incorporate these elements into a 3-year cyclical professional growth and evaluation model for all tenure teachers which will be described in the remainder of this document.



Section 3.**ORIENTATION PROGRAMS**

In addition to the training offered to teachers and evaluators, Torrington Public Schools will hold annual orientation programs about the Torrington Professional Development and Evaluation Plan on a school-wide basis. Orientations for teachers will take place no later than September 30, or before the evaluation process begins for any educator, whichever is earlier. Orientations for administrators will take place no later than November 15th. The purpose of the orientation is to review the evaluation process, materials and resources available to teachers and administrators, and to answer questions for clarification. An on-line version of the evaluation plan will be available so that teachers and administrators can refer back to it as need be.

Section 4.**TRAINING FOR ALL EDUCATORS**

The educators in Torrington Public Schools believe that any evaluation system is only as good as its implementation. The most important factor in sound implementation is the training that all those who use the system receive. Therefore, training will be provided to all educators.

Training will be designed in modules. For evaluators, training will begin during the summer before the new evaluation system is implemented, and continue during the year; each module will include a proficiency success measure that will indicate mastery. All evaluators are trained in Foundational Skills for Evaluation of Teachers. All evaluators of administrators are trained in Foundational Skills for Evaluation of Administrators.

Training for teachers will be offered on a flexible schedule, with sessions during the summer, on district professional development days during the first year of implementation, and during staff meetings. Training for both educators and evaluators will be specifically designed to address topics including, but not limited to:

- Understanding teaching standards
- Using data to determine learning needs & write student goals and select indicators of growth & development; Developing professional learning plans
- Selecting and analyzing classroom observation data methods
- Examining, analyzing, & synthesizing data from multiple sources
- Calibrating observations and Evaluation ratings
- Providing high quality, reflective feedback
- Discussing the planning for student needs, lessons, groups, etc.

The intention of PDEC is to develop a cadre of teachers and administrators who will conduct training within the district on an ongoing basis.

Section 5.**FOUR-LEVEL RATING SYSTEM**

The CT Guidelines for Educator Evaluation require the use of the following definitions to describe teacher performance:

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

In the Torrington Professional Development and Evaluation Plan, aligned with the CT Guidelines for Educator Evaluation, the term ‘performance’ will mean ‘progress as defined by specified indicators.’ How those indicators will be selected is outlined in another section of this plan.

In order to determine teachers’ summative evaluation ratings, evidence will be examined using a holistic approach and the district will use the following:

- A ‘Student Outcomes Rating’, based on multiple indicators of student academic growth and development (45%) and Whole school measures (5%);
- A ‘Teacher Practice Rating’, based on observations of the teacher’s performance and practice (40%) and Parent Engagement (10%)

Section 6.**TIMELINE***6.1 (a) Track A Teachers*

	Track A- Non-Tenured Teachers, Developing, Below Standard Teachers	Form used
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date	Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	Teacher submits form by November 1, conference scheduled by November 15	Teacher creates Student Learning Goal and Parent Engagement Goal.
Formal Observation– Minimum of three (3) formal in-class observations (minimum 30 minutes in length); each formal observation must include a pre-conference and a post-conference.	1 st -by November 30 2 nd -by January 15 3 rd -by March 15	Evaluator completes Formal Observation form
Informal Observation (minimum 15 minutes in length)	As determined by evaluator	Evaluator completes Informal Observation form
Review of Practice (PLC, committee work, PPT Meetings, Data Team Meetings, presentations, Powerpoint presentations, leadership roles, etc.) Minimum of 1 Review of Practice each year;	By April 15	Teacher submits evidence to support.
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-February 1	Teacher completes Mid-year self-assessment, evaluator provides feedback.
Contract renewal meeting	By April 15	
Self-Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference – Discuss Self-reflection, Observational Feedback, Outcome of Goals and Whole-school Indicators.	By April 15	Evaluator completes Summative Evaluation Form
Summative rating	No later than June 30 th .	Evaluator completes summative rating and provides it to teacher

6.1 (b)Track B Teachers

	Track B- Accomplished, Exemplary Tenured Teachers	Form used
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date	Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	Teacher submits form by November 1, conference scheduled by November 15	Teacher completes Student Learning Goal and Parent Engagement Goal.
Formal Observation (Cycle Year 1)- Minimum of one (1) formal in-class observation (minimum 30 minutes in length) with pre- and post-observation conferences	By May 15	Evaluator completes Formal Observation form
Informal Observation (Cycle year 2 and 3) -- Minimum of three (3) Informal in-class observations (minimum 15 minutes in length)	By May 15	Evaluator completes Informal Observation form
Review of Practice (PLC, committee work, PPT Meetings, Data Team Meetings, presentations, Powerpoint presentations, leadership roles, etc.) Minimum of 1 Review of Practice each year;	By May 15	Teacher submits evidence to support.
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-March 1	Teacher completes Mid-year self-assessment, evaluator provides feedback.
Self-Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference	On or about 10 days prior to the last student day.	Evaluator completes Summative Evaluation Form
Summative rating	No later than June 30 th .	Evaluator completes summative rating and provides it to teacher

6.2 *Goal setting conference*

The goal setting conference is one of the most important conversations that takes place between the teacher and evaluator in the fall. Prior to the conference, the teacher will examine student data from different sources to determine his/her students' learning needs, and connect those to appropriate school and district goals. Then the teacher will draft one Student Learning Goals (student growth goal) and one Parent Engagement Goal that s/he will bring to the goal setting conference. Based on a representative population, a baseline will be established and shared with the evaluator. During this conference, the teacher and evaluator will mutually agree on the following:

1. The goals for student growth and development, if applicable (for example, teachers whose primary assignment is not the direct instruction of students will write a goal that reflects the impact of their service delivery on students);
2. The teacher's performance focus area for the year, which should link to the student goal;
3. The indicators that will be used to show student growth or progress in meeting the teacher goal during the year (minimum of two (2) indicators);
4. Which indicators of the CCT will be used that year as focus areas for observations & reviews of practice;
5. The appropriate professional growth opportunities that will support the teacher's performance focus area and its link to the student goal;
6. The types and appropriate amount of evidence that the teacher and evaluator might bring into the evaluation process.

By November 15th, the teacher and evaluator will have a record of the decisions on these items, and any other appropriate forms completed, put into the teacher's evaluation file via the district data management system.

6.3 *Mid-year check-in*

The mid-year check-in is the formal opportunity for the teacher and evaluator to review and discuss the students' and teacher's progress to date, as it relates to the teacher's performance focus area and the student goals that were set. The teacher and evaluator will bring evidence collected to that point to the conference for discussion. At this time, any decision to adjust the focus area or indicators, their criteria for success, and/or evidence that will be used in the evaluation may be made and recorded in the teacher's evaluation file. During the mid-year check-in, the teacher and evaluator will collaboratively review the Goals and make any necessary adjustments. The educator completes the self-assessment and the evaluator provides feedback. The evaluator and the teacher will also review any other Domain 4 evidence collected. Documents are signed and entered into the teacher's evaluation file via the district data management system.

6.4 *Summative conference*

The summative conference gives the teacher and evaluator an opportunity to review and discuss the students' and teacher's progress over the course of the year and talk about the teacher's professional growth plan for the following year. Summative conferences will take place according to the Timeline in section 4. The teacher reviews all information and data collected during the year and completes a self-reflection for review by the evaluator. This self-reflection may focus specifically on the areas for development established in the Goal-Setting Conference. The evaluator will prepare for the conference by reviewing the evidence collected that pertains to the teacher's performance focus area and the students' progress related to the growth goal. During the conference, they'll share and discuss the evidence and links among it, review the data gathered from the student engagement and parent/peer feedback components of evaluation, and the teacher's tentative summative evaluation ratings. The teacher must be notified of the final summative rating no later June 30th. The final evaluation report must be written and sent to the teacher according to the Timeline in section 4.

Section 7

DETERMINING A TEACHER'S PRACTICE RATING

Component #1 Observations of Performance and Practice in Teacher Evaluation

7.1 *General Information*

The *CT Guidelines for Educator Evaluation* require that teacher evaluations encompass data from four categories, including observation of performance and practice, and that a certain number of in-class observations take place for each teacher each year. The manner in which Torrington Public Schools will meet these requirements is described in this section. Torrington Public Schools will use the Common Core of Teaching Rubric (CCT Rubric) and each domain of the rubric is weighted equally.

Torrington Public Schools Professional Development and Evaluation Plan will have two observations 'tracks,' based on the teacher's evaluation designation, as follows:

Track A – Non-Tenured teachers, teachers rated Developing or Below Standard;

Track B – Accomplished, Exemplary Tenured Teachers; teachers in this category will be placed into year 1, 2, or 3 in the evaluation cycle.

CCT Rubric for Service Delivery shall be used for School Social Workers, Speech & Language Pathologists, School Psychologists, School Counselors, Teachers of the Hearing Impaired, Teachers of the Visually Impaired, Academic Coaches and Specialists and any other teacher who does not provide direct classroom instruction to students. Educators and Evaluators may mutually agree to use the service delivery rubric during the goal setting conference.

7.2 *Formal, in-class observations (30 minutes or more)*

The purpose of formal, in-class observations is to have the evaluator and teacher take a more focused look at teaching practice, both to guide decisions for professional growth and determine the teacher's level of performance in the classroom.

Teachers in Track A will have a minimum of 3 formal, in-class observations each year. Over the course of the three formal observations, evaluators will gather evidence pertaining to all of the indicators in the domains of the CCT that speak to a teacher's performance that is directly observable in the classroom.

Teachers in Track B will have at least one formal, in-class observation no less frequently than every three years (known as Year 1 of the 3-year evaluation cycle). The indicator(s)/domains that will be the focus of the formal observation will be mutually agreed upon by the teacher and evaluator during the goal-setting conference in the fall. Teachers and evaluators may include more informal or formal, in-class observations, if they mutually agree to do so, or if the evaluator feels additional observations are necessary. The number of observations will be appropriate to the teacher's needs and/or assistance plan (for teachers with a Developing or Below Standard evaluation rating).

All formal, in-class observations will include a pre-conference to be held no more than one week prior to the observation, and will be at least 15 minutes in length. Prior to the pre-conference, the teacher will complete the Pre-Observation Form. During the pre-conference, the teacher and evaluator will review the form, especially focusing on which indicators of the CCT will be the focus of the observation; the lesson the teacher will be

conducting that day; and any control factors that may have an impact on what happens during the lesson. The evaluator will enter the Pre-Observation Form into the teacher's evaluation file via the district data management system.

All formal observations will be followed by a post-conference that takes place within 3 -5 school days, but no more than one calendar week after the observation. The teacher will receive verbal feedback during the post-conference and follow-up written feedback within 3 – 5 school days after the conference. Written feedback will be given via the Formal Observation Feedback Form, and the evaluator will enter this into the teacher's evaluation file via the district data management system.

7.3 *Informal, in-class observations (15 minutes)*

Teachers in Track A may have at least one informal, in-class observation each year (as determined by evaluator).

Teachers in Track B will have at least three informal, in-class observations each year in Cycle Years 2 and 3 of the 3-year evaluation cycle.

During an informal observation, which will last approximately 15 minutes, the evaluator is expected to provide feedback. Evidence collection during informal, in-class observations will focus on Domains 1 and 3. Domains 2 and 4 may only be included when evidence is present during the lesson. Evaluators will note the evidence that specifically relates to those Domains. Teachers may provide artifacts, lesson plans, or other evidence to support the lesson that was observed (especially relevant for documentation of Domains 2 and 4).

At the request of the teacher or the evaluator, an informal observation may be followed by a post-observation conference. The evaluator will use the Informal Observation Form; a copy will be given to the teacher, and a copy will be placed in the teacher's evaluation file via the district data management system.

7.4 *General provisions regarding all in-class observations*

To assure that any type of observation is given the attention and respect it deserves, no in-class observations used as part of the evaluation process will take place within five days of school before a holiday/vacation break, and in accordance with the Timeline in section 4.

All formal observations will be announced; informal observations will be unannounced. Evidence collected by the evaluator during any observation will become part of the teacher's evaluation file.

All written feedback given after formal and informal observations will be entered into the teacher's evaluation file.

Formal and informal observations of support specialists will occur in settings appropriate to their role in the school and may include the interaction between the teacher and students, staff and/or parents in those settings.

7.5 *Reviews of practice*

All teachers will participate in a minimum of one review of practice each year with their evaluators. To assure that they receive the attention deserved, a review of practice may not take place on the last day of school before a

holiday/vacation break, unless a teacher so desires, and may not take place within the last two weeks of the school year.

For all teachers in Track B, part of the 40% of the observation of performance and practice category must include a teacher's work on elements of Domain 2: Planning for Active Learning, and Domain 4: Professional Responsibilities and Teacher Leadership. Teachers and evaluators will provide evidence of the teacher's ability to plan instructional units, engage in continuous professional growth, collaborate and communicate with colleagues, and communicate with parents concerning the student's growth and any other professional behaviors.

Reviews of practice for support specialists will focus on appropriate domains of the standards applicable to their field/role in the school.

7.6 Domain 4 Professional Responsibilities and Leadership

The evaluator shall use the following process to determine an overall score for Domain 4 Professional Responsibility. This will be completed as part of the Summative/ End of Year Process:

- Review the evidence for Domain 4 from each observation and review of practice
- Review other Domain 4 evidence collected by the evaluator throughout the year, and evidence presented by the teacher
- Holistically score Domain 4 based upon collected evidence and presented evidence

7.7 Determining evaluation ratings for observations

For all teachers, observations and review of practice will be 40% based on CCT domains 1 – 4 of the teacher's summative evaluation.

During a post observation conference, (or immediately following an informal observation if there is no post-conference) the teacher and evaluator can choose to note the preliminary observation rating on the CCT domain rubric. Ratings can only be given in Domains that were observed during the informal observation. Teachers will be allowed to provide artifacts or other evidence of what was not observed by the evaluator to inform the final rating. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative observation rating might be different.

Evidence from informal, in-class observations will not independently change a teacher's overall teacher practice rating. If, however, there is evidence collected during informal observations which indicates concerns, an evaluator will schedule a formal observation. The teacher may also request a formal observation. The overall teacher practice rating related to classroom observations may only change after the formal evaluation occurs. The evidence collected during the formal observation will be used in conjunction with other evidence gathered, and ratings from all four components of the evaluation system.

At the end of the year, the evaluator will collectively review all of the observation evidence, review of practice evidence, and any preliminary ratings given for any indicators or domain, noting changes in performance, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the summative conference.

7.8 *Determining evaluation ratings for reviews of practice*

Reviews of practice will be part of the 40% of the teacher's summative evaluation. This rating will be based on a preponderance of evidence collected by teacher and the evaluator, and viewed holistically. The teacher and evaluator can choose to note the preliminary review of practice rating on the rubric at the time, for either each indicator for CCT domains 2 and 4. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative rating might be different.

7.9 *Determining an overall evaluation rating for teacher performance and practice*

At the Summative Conference, the evaluator will holistically review all of the evidence and any preliminary evaluation ratings given for observations and reviews of practice that were conducted. The final 40% evaluation rating will be based on the **preponderance of evidence** from observation and reviews of practice.

Component #2 Parent Engagement

7.10 *Determining the parent engagement rating*

Parent engagement will comprise the remaining 10% of the Teacher Practice Indicators.

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

1. Administrators and teachers determine several school-level areas of improvement for parent engagement.
2. The teacher and evaluator identify one related parent engagement goal and identify specific strategies to address improvement in the identified area.
3. Evaluator and teacher measure progress towards successful implementation of strategies; and
4. Evaluator determines a teacher's summative rating, based on four performance levels.

7.11 *Determining School-Level Parent Goals*

Evaluators and teachers work together to agree on general parent engagement goals. Ideally, this goal-setting process would occur between the evaluator and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.

7.12 *Selecting a Parent Engagement Goal*

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators, strategies to address improvement in an area identified. The number of strategies could vary depend on the frequency and involvement – for example, sending bi-weekly newsletters and making monthly phone calls vs. organizing and implementing a school-wide family math night.

7.14

Arriving at a Parent Feedback Rating

The Parent Feedback Rating should reflect the degree to which a teacher successfully implements the strategies identified. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary	The teacher implemented each of the strategies proposed, as well as additional strategies for improvement, in an area identified as in need for school improvement.
Proficient	The teacher implemented each of the strategies proposed for improvement in an area identified as in need for school improvement.
Developing	The teacher implemented most of the strategies proposed for improvement in an area identified as in need for school improvement.
Below Standard	The teacher implemented minimal (or few) of the strategies proposed for improvement in an area identified as in need for school improvement.

Section 8. USING MULTIPLE INDICATORS OF STUDENT ACADEMIC GROWTH AND DEVELOPMENT

Component #3 Determining a Teacher's Outcomes Rating

8.1 General Information

The *CT Guidelines for Educator Evaluation* approved by the State Board of Education state that 45% of a teacher's evaluation must be based on progress toward attaining or exceeding goals for student growth, using multiple indicators. Based on a representative population, a baseline will be established and shared with the evaluator and progress will be determined by identified growth measured. The following are specific parameters in this plan for this requirement:

For all classroom teachers

1. Teachers will set one goal for student growth and development. The goal must have two indicators of academic growth and development. Teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many goals will be set over the course of the year. For example, they may set one goal with two indicators of academic growth and development.
2. For the first indicator, a non-standardized indicator (22.5%) must be used to show student growth over time. The teacher and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the teacher and evaluator will mutually agree on one standardized indicator other than the state test, when available and appropriate. If a standardized indicator is not available and appropriate, the teacher and evaluator will mutually agree on the indicator and types of evidence that will be collected for the indicator(s).
4. All standardized assessments used must include interim assessments that align with the standardized assessment and be administered over time. Data from standardized assessments must be compared and analyzed collectively to determine student growth.

No standardized assessment can be used if the assessment creator has a specific policy that states the test was not designed for use in evaluating teachers.

For support specialists

Support specialists work within one of three main contexts as their primary responsibility: they provide direct support to students; they provide support primarily to teachers and may do some work directly with students; or they work primarily to support the educational program as a whole, rather than provide support directly to teachers or students. The following parameters for evaluation pertain to support specialists in all of these contexts:

1. Specialists will set one goal that reflects the instruction or support they provide, as allowed by their area of certification and based on the specialist's assigned role and responsibilities. The goal must have two indicators of academic growth and development.
2. At least one non-standardized indicator (22.5%) must be used to show growth over time. The specialist and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the specialist and evaluator will mutually agree on one standardized indicator, if appropriate. If no standardized indicator is appropriate, a non-standardized indicator may be used, with the evaluator's approval.
4. All indicators used must be appropriate for the goal and must align with the specialist's area of certification.

8.2 *Determining multiple indicators of student academic growth and development*

In the Torrington Professional Development and Evaluation Plan, teachers or specialists and their evaluators will work collaboratively to determine an appropriate mix of indicators to use in the evaluation process. Teachers or specialists and their evaluators will mutually agree on one student goal for growth and development; all goals will be appropriate for the teacher or specialist grade and subject area, or position and role within the school. Goals will be based on an analysis of data from multiple sources mutually agree upon at the goal setting conference and include standardized assessments when appropriate. The following definitions and uses of standardized and non-standardized indicators, and evidence will guide the selection process:

Non-standardized indicator – type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development; might include, but is not limited to, student written work; student oral work; demonstration and/or performance; constructed project; curriculum-based assessment; portfolios, exit slips, rubrics; for specialists, the tasks are aligned to the support provided by the specialist.

* *Note* : Non-standardized indicators used by specialists whose primary responsibility is not the direct support of students will reflect what their role or assignment is and what they do to show growth in reaching the goal that was set.

Standardized indicator – periodic assessment tool, including interim assessments that align with and lead to the main assessment that is administered more than once per year, with cumulative results of all assessments used to show growth over time (examples, but not limited to: tests, quizzes, district assessments, MAP testing results, DRP, phonological awareness test results, etc.)

Evidence – Each piece of work done; teachers or specialists will collect multiple pieces of evidence for each type of indicator.

All indicators selected must be fair, valid, reliable, and useful to the teacher, as described in the teacher evaluation guidelines.

8.3 *Process for setting goals and selecting indicators and evidence*

(1) Classroom teachers/ support specialists whose primary responsibility is direct support to students

During the goal-setting conference in the fall, the teacher/specialist and evaluator will use the following process to set the focus for student growth and development:

1. Examine the data the teacher/specialist has gathered about student learning/growth needs, and the draft of the teacher/specialist's student goal for growth and development; come to mutual agreement on the student goal;
2. Discuss what standardized indicator will be used, and how many times during the year it will be administered;
3. Discuss what non-standardized indicator(s) will be used, and come to mutual agreement on this; teachers/specialists and their evaluators may mutually agree that a total of more than 2 indicators will be used;

4. Discuss and mutually agree on a representative sample of students that reflects the sub groups (ELL, SPED, Socio-Economically disadvantaged, gender, ethnic background) of the class for whom the teacher/specialist will collect evidence via the indicators;
5. Discuss and mutually agree on the number of pieces of evidence that will be collected for each student in the representative sample over the course of the year;
6. Discuss and mutually agree on the student work/growth rubric that will be used to examine evidence and show growth over time;
7. Other factors, including data from the state data system, that need to be taken into account in setting goals, selecting indicators of student growth and development, and determining student success in meeting the goals.

During the conference, the teacher/specialist and evaluator will complete the Student Learning Goal Form with the above information; the teacher will enter it into his/her file via the district data management system.

(2) Education Support Specialists whose primary responsibility is not direct support to students

This category includes those professional staff members who don't provide direct continuous support to students, such as coaches, some library-media specialists, some reading specialists, guidance counselors, etc. These specialists will write one goal that is based on the specialist's position and role in working to support teachers, students, and/or the school's educational program as a whole.

Support specialists will follow the same process with their evaluators as that used by other teachers, examining other sources of data to determine the need to be met, and what their goal will be. Types of data that specialists might examine include, but are not limited to:

- Student assessment data;
- Information obtained from other teachers about student performance;
- District and school goals;
- District curriculum guides;
- Student school files;
- Information pertaining to special needs or circumstances of students, especially considering control factors;
- Information obtained from the teachers in the school about what teacher needs are that relate to student growth.

Support specialists and their evaluators will mutually agree on appropriate indicators of their support for students, teachers, and/or the school's educational program; types and sources of evidence that will be collected; what control factors, if any, will be considered when examining evidence; and what criteria will be used to examine the evidence collected.

8.4 Process for evidence collection and review/Determining evaluation ratings for student outcomes

During the course of the year, teachers and specialists will collect evidence that shows progress in meeting the goals. At the Summative Conference, the teacher/specialist will review all evidence and determine the progress toward goals. Progress will be defined as progress towards mastery and/or progress toward grade and/or course level standards. The teacher/specialist will monitor and maintain all evidence that is used to document growth via the district data management system.

At the end of the school year, the teacher should collect the evidence required by their indicators, upload artifacts to a data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the Student Learning Goal 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 goal was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that learning going forward.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each Goal: Exemplary, Proficient, Developing or Below Standard. These ratings are defined as follows:

Exemplary	<p>Has performed extensive data analyses that look at data in meaningful and insightful ways to establish a baseline, set student learning objectives, determine actions steps, and assess progress towards meeting the performance targets</p> <ul style="list-style-type: none"> •Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. •Has constructed and fully engaged in action steps throughout the school year that are informed by data and deepen the teacher’s craft knowledge and instructional judgment. •Has presented compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially candid and insightful.
Proficient	<ul style="list-style-type: none"> •Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. •Has constructed and completed action steps that are informed by data and deepen the teacher’s craft knowledge and instructional judgment. •Has presented persuasive evidence that all performance targets have been attained and a self-reflection that is comprehensive and thoughtful.
Developing	<ul style="list-style-type: none"> •In conjunction with structured support, has defined learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards. •Has been responsive to structured support aimed at deepening craft knowledge and instructional judgment. •Has presented evidence of some degree of target attainment.
Below Standard	<ul style="list-style-type: none"> •Despite intensive assistance, has struggled in the use of evidence to establish a performance baseline. •Despite intensive assistance, has struggled to define clear, relevant, data-informed student learning objectives. •Has been unable to provide compelling evidence of student learning.

The evaluator may score each indicator separately and then average those scores for the Goal score, or he/she can look at the results as a body of evidence regarding the accomplishment of the goal and score holistically.

Component #4 Whole School Measures**8.5 *Whole-School Student Learning Indicator***

The teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. This will be based on the administrator's progress on Student Learning Indicator targets, which correlate to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Section 9.

DETERMINING SUMMATIVE EVALUATION RATING

In the Torrington Public Schools Professional Development and Evaluation Plan, teachers’ summative evaluation ratings will be as follows:

- A ‘Student Outcomes Rating’ will be determined by a holistic examination of the evidence and ratings of student growth and development (45%), and the Whole School Measure (5%);
- A ‘Teacher Practice Rating’ will be determined by a holistic examination of the evidence and ratings of teacher performance (40%) and Parent Engagement (10%).
- The evaluator will use the Summative Matrix to determine the summative rating. (see below)

Teacher Practice Related Indicators Rating Observations – 40% Parent Feedback – 10%					
		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
Student Learning Goals – 45% Whole-school Measures – 5%	<i>Exemplary</i>	Exemplary	Proficient	Proficient	Developing
	<i>Proficient</i>	Proficient	Proficient	Developing	Developing
	<i>Developing</i>	Proficient	Developing	Developing	Below Standard
	<i>Below Standard</i>	Developing	Developing	Below Standard	Below Standard

The evaluator will record the rating on the Summative Rating Form to complete the year-end report. It will be signed by both the evaluator and teacher and entered into the teacher's evaluation file via the data management system.

To determine the teacher's summative ratings, the rubrics used and evidence collected will be examined and analyzed holistically for patterns and trends in performance over time. Questions such as the following are asked and answered (not an exhaustive list):

1. What changes in the teacher's behavior indicate a consistency, a growth, or a regression in practice from previous observations?
2. What types of behaviors align with the descriptors of performance on the rubrics used? How consistently were these types of behaviors shown? Are there some types of behaviors that are exhibited more or less frequently than others?
3. Within a general type of behavior (e.g., a teacher initiating a lesson and connecting it to the previous lesson), are there differences in the ways the behavior is shown? If so, what does this tell me? (e.g., teacher posts the objective on the board before class; teacher orally tells the students what they'll be doing in the lesson, and how it stems from what they did in the previous lesson; teacher holds a brief Q & A session with the students about the previous lesson and asks them to predict what the next step is)
4. How is the evidence connected? Do pieces of evidence and behaviors shown support each other? Are there extreme 'outliers?' If so, how frequently do those occur as compared to other behaviors exhibited?
5. What changes in student performance indicate growth?
6. Is some evidence more significant than other evidence? What makes it so?

In cases where the teacher's final evaluation rating is in question, there are 3 primary questions that will be discussed by the teacher and evaluator before the evaluator will make a final evaluation rating:

1. Which behavioral descriptions on the rubrics are most pertinent to the teacher's assignment?
2. Are there other mitigating factors that should be considered?
3. With these two questions in mind, how does the preponderance of evidence demonstrate the level of progress toward the goals?

Section 10. LINKING TEACHER EVALUATION TO PROFESSIONAL GROWTH AND CAREER DEVELOPMENT

The foundation of the Torrington Professional Development and Evaluation Plan is a strong, collaboratively developed professional growth program. Results from collective teacher evaluations will be part of the data that will be used to develop professional growth opportunities to be offered on a school- or district-wide basis. Team-level or school-level professional development will be differentiated to the needs of the grade-levels or subject areas of the teachers, in accordance with the school's data collections.

All educators will also use information from their own evaluations to develop growth plans to impact instruction and student learning. Growth plans may be developed on an individual or small group basis (e.g., grade 4 teachers, or high school teachers who teach biology, developing a growth plan together). Those growth plans may be used, as appropriate, as one source of data in the educator's evaluation, as they pertain to CCT domain 4 (professional responsibilities).

Professional growth for teachers in TEAM

Year 1, 2, and 3 teachers who are participating in TEAM will base most professional growth on the needs identified through the modules the teacher is working on. If a common need is also addressed through evaluation, the teacher is encouraged to develop the TEAM professional growth plan around that need. The teacher is allowed to use the TEAM reflection paper, if s/he chooses, as one piece of evidence that supports his/her professional growth, but whether or not the teacher successfully completes any TEAM module cannot be used.

Professional growth for teachers on support plans

Teachers who are rated Developing or Below Standard will be placed on a support plan that is developed collaboratively by the teacher, evaluator, and local association president (or designee). This plan will include specific activities designed to help the teacher grow professionally while addressing areas of need. The extent to which the teacher will be required to participate in other school or district professional growth activities will be determined as the support plan is being developed.

Career enhancement options

All educators will be encouraged to use their evaluations and professional growth opportunities for career enhancement. The PDEC has identified some career enhancement options, which include but are not limited to the following:

1. TEAM Mentoring – Mentor teachers and mentor administrators will be selected, in part, based on evaluation ratings. A prospective mentor must have at least 3 consecutive ratings of 'Accomplished' or higher, and meet other requirements, in order to be considered.
2. PLC Facilitators (coordinating teacher) – These teachers will receive additional training provided by the district in how to analyze and interpret both quantitative and qualitative data. They will be available to work with colleagues in their schools to help them understand how to collect, interpret, and use different types of data so as to impact instruction and other areas of student growth.
3. Group Facilitators – Teachers who are interested in learning how to facilitate a variety of types of work groups in the district (e.g., curriculum review and development committees, professional reading groups, problem-solving groups) will have the opportunity to learn skills to do such facilitation within their school or on a district-wide basis.

Section 11.**TEACHER IMPROVEMENT AND REMEDIATION PLANS***11.1 (a) Definition of Effective and Ineffective*

Novice teachers shall generally be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories. By the end of year four a teacher should have received at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a novice teacher’s career. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher’s control. Superintendents shall offer a contract to any novice teacher he/she deems effective at the end of year four.

A previously tenured teacher from another district shall be deemed effective if said teacher has received a rating of proficient by the end of the second year of teaching.

A post-tenure teacher shall be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories and receives ratings of proficient or exemplary.

A post-tenure teacher shall generally be deemed ineffective if said teacher demonstrates a pattern of receiving developing or substandard ratings and fails to show improvement after the successful completion of an assistance plan. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher’s control.

After two consecutive years without achieving an “proficient” rating in professional practice or a summative rating of “below standard” or “developing” the teacher shall be deemed ineffective and subject to dismissal.

11.1 (b) Teacher improvement and remediation plan development

Teachers whose summative evaluation ratings are ‘Developing’ or ‘Below Standard’ will be required to work with their local association president (or designee) and evaluator to design a growth plan that addresses identified needs.

The plan must include the following components:

1. A clear description of the teacher’s area of need;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of ‘accomplished’ or higher;
4. The resources and support that the local district will provide to the teacher;
5. A clear statement of who is responsible for providing each of the supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the teacher, local association president or designee, and the evaluator or designee, to determine how effective the plan is to date, and make any necessary changes to it;
7. Any extenuating circumstances that will be taken into account in the implementation of the plan.

The plan will be designed and written using the Teacher Support Plan and signed by the teacher, local association president (or designee), and evaluator. Copies will be distributed to all those involved in the implementation of the plan. The contents of the plan will be kept confidential but entered into the teacher's evaluation file by the evaluator, using the district data management system. As part of the support plan activities, the teacher and evaluator will also enter evidence they collect into the teacher's evaluation file via the data management system.

After two consecutive years without achieving an "accomplished" rating in professional practice or a summative rating of "below standard" or "developing" the teacher shall be deemed ineffective and subject to dismissal.

Section 12.**DISPUTE RESOLUTION PROCESS**

Torrington Public Schools believes that evaluation must be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the *Connecticut Guidelines for Educator Evaluation*, a comprehensive dispute resolution process has been designed and agreed to by the PDEC, which includes the superintendent.

The teacher and evaluator should meet within ten school days of receiving verbal or written feedback in an attempt to resolve the dispute at the building level first. If on the tenth school day an impasse has occurred, teacher *must* notify the local association president (or designee) and the director of human resources.

The PDEC will have responsibility for overseeing the dispute resolution process and will establish an Appeal sub-committee. The Superintendent (or designee) and the local association president (or designee) will each select one representative to constitute this sub-committee, drawing from PDEC members first. The sub-committee in total shall be comprised of one teacher (selected by the local association president (or designee)), one administrator (selected by the Superintendent (or designee)) and one neutral third-party as mutually agreed upon by the Superintendent (or designee) and the local association president (or designee). In the event that the committee does not reach a decision, the issue shall be considered by the Superintendent whose decision shall be binding.

Section 13.**PROCESS TO MONITOR AND EVALUATE IMPLEMENTATION OF THE PLAN**

Torrington Public Schools will monitor implementation of the new plan on a continuing basis, seeking feedback from teachers and administrators through both short surveys and focus groups. Short surveys will be developed by the PDEC and administered to all staff in April. The survey will focus on a specific aspect of the evaluation process. In June, the PDEC will reconvene to evaluate the process, analyze the feedback, and update the plan.

Surveys will be accessible electronically, will be anonymous, and will be designed in such a way that each survey can be submitted only once by any staff member.

Section 14.**EVALUTATION RATINGS AND AUDIT AND VALIDATION**

By June 1 of each year, the superintendent will report to the local board of education the status of teacher evaluations in the district. By September 15 of each year, the superintendent will report to the State Department of Education the status of teacher evaluations, including the frequency of evaluations, number of teachers who have not been evaluated, and aggregate evaluation ratings. The district will participate in evaluation audits as required.

Glossary

Important terms in teacher evaluation

Student Outcomes related indicators:

An evaluation of a teacher’s contribution to student academic progress, at the school and classroom level. There is an option in this focus area to include student feedback. This focus area is comprised of two categories:

- ***Student growth and development (45%)*** as determined by academic progress related to a teacher’s student learning objectives, and
- ***Whole-school measure (5%)*** as determined by aggregate student learning indicators.

Teacher Practice related indicators

An evaluation of the core instructional practices and skills that positively affect student learning. In the SEED model, this focus area is comprised of two categories:

- ***Observation of teacher performance and practice (40%)*** as defined in the CCT Framework, which articulates four domains and components of teacher practice; and
- ***Parent Engagement (10%)*** strategies based on areas for improvement.

Review of Practice

A non-classroom observation that may include, but is not limited to: observations of meetings, observations of coaching/mentoring other teachers, reviews of lesson plans, student work or other teaching artifacts (i.e. student work, progress, rubrics, teacher feedback, documents/reports, etc.) **with evidence related to goals.**

Non-standardized indicator – type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development; might include, but is not limited to, student written work; student oral work; demonstration &/or performance; constructed project; curriculum-based assessment; for specialists, the tasks are aligned to the support provided by the specialist.

* *Note:* Non-standardized indicators used by specialists whose primary responsibility is not the direct support of students will reflect what their role or assignment is and what they do to show growth in reaching the goal that was set.

Standardized indicator – periodic assessment tool, including interim assessments that align with and lead to the main assessment that is administered more than once per year, with cumulative results of all assessments used to show growth over time

Evidence – Each piece of work done; teachers or specialists will collect multiple pieces of evidence for each type of indicator.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>▲ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>▲ Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
<p>▲ Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>▲ Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following</small>
ATTRIBUTES	<p>Rapport and positive social interactions</p> <p>Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.</p> <p>Respect for student diversity³</p> <p>Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.</p> <p>Environment supportive of intellectual risk-taking</p> <p>Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.</p> <p>High expectations for student learning</p> <p>Establishes expectations for student learning that are too high or too low.</p>	<p>Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.</p> <p>Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.</p> <p>Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.</p> <p>Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.</p>	<p>Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.</p> <p>Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.</p> <p>Creates a learning environment in which most students are willing to take risks⁴ and respond to questions and challenges, and feel safe to make and learn from mistakes.</p> <p>Establishes and consistently reinforces appropriate expectations for learning for all students.</p>	<p>Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills.</p> <p>Recognizes and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.</p> <p>Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students.</p> <p>Creates an environment in which students take responsibility for their own learning.</p>

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

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

4. **Take risks:** Fostering a classroom environment that promotes risk-taking involves building trust; students trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>
ATTRIBUTES	<p>Communicating, reinforcing, and maintaining appropriate standards of behavior</p> <p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.</p>	<p>Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.</p>	<p>Creates opportunities in which students establish and independently maintain appropriate standards of behavior.</p>
	<p>Promoting social competence⁵ and responsible behavior</p> <p>Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.</p>	<p>Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Encourages students to independently use proactive strategies⁶ and social skills and take responsibility for their actions.</p>

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

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

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁷</p>					
ATTRIBUTES	Routines and transitions appropriate to needs of students	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following</small>
		Does not establish or effectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

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

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge⁸ for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	
ATTRIBUTES	<p>Content of lesson plan⁹ is aligned with standards</p> <p>Logical sequence of lessons at an appropriate level of challenge</p> <p>Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs</p> <p>Literacy strategies¹¹</p>	<p>Plans content that is misaligned with or does not address the <u>Connecticut Core Standards and/or other appropriate content standards</u>.¹⁰</p> <p>Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.</p> <p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.</p> <p>Plans in instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.</p>	<p>Plans content that partially addresses <u>Connecticut Core Standards and/or other appropriate content standards</u>.</p> <p>Plans some lesson segments and/or lessons that are logically sequenced and at an appropriate level of challenge.</p> <p>Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.</p> <p>Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.</p>	<p>Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards</u>.</p> <p>Plans lessons that are logically sequenced and support an appropriate level of challenge.</p> <p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p> <p>Plans instruction that integrates literacy strategies and academic vocabulary.</p>	<p>Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.</p> <p>Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/learning in other contexts.</p> <p>Designs opportunities to allow students to identify their own learning needs based on their own individual data.</p> <p>Designs opportunities to allow students to independently select literacy strategies that support their learning.</p>

Undefined text reflects Connecticut Core Standards connections.

8. **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** — provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning.

Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work]. **Hess's Cognitive Rigor Matrix** — aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

9. **Lesson plan:** a purposeful planned learning experience.

10. **Content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

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

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following</small>
ATTRIBUTES	<p>Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement¹² through problem-solving, critical or creative thinking, discourse¹³, or inquiry-based learning¹⁴ and application to other situations.</p> <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs instructional strategies, tasks, and questions that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.</p> <p>Selects or designs resources and/or groupings that minimally engage students cognitively and support new learning.</p>	<p>Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.</p> <p>Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.</p>	<p>Selects or designs plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p> <p>Selects or designs resources that support students' application of concepts and/or skills in other contexts.</p>
<p>Strategies, tasks and questions cognitively engage students</p> <p>Instructional resources¹² and flexible groupings¹⁴ support cognitive engagement and new learning</p>				

Undefined text reflects Connecticut Core Standards connections.

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
13. **Discourse:** is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.
14. **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
15. **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
16. **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Domain 2: Planning for Active Learning

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

INDICATOR 2c: Selecting appropriate assessment strategies¹⁷ to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>
Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress.

ATTRIBUTES

17. *Assessment strategies* are used to evaluate student learning during and after instruction.

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

Domain 3: Instruction for Active Learning

<p>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3a: Implementing instructional content¹⁸ for learning.</p>		<p>BELOW STANDARD DEVELOPING PROFICIENT EXEMPLARY <small>All characteristics of Proficient, plus one or more of the Subjunctive</small></p>			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<p>ATTRIBUTES</p>	<p>Instructional purpose</p>	<p>Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.</p>	<p>Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.</p>	<p>Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.</p>	<p>Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.</p>
	<p>Content accuracy</p>	<p>Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.</p>	<p>Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.</p>	<p>Presents content accurately using content-specific language that leads to student understanding.</p>	<p>Effectively uses content-specific language that extends student understanding.</p>
	<p>Content progression and level of challenge</p>	<p>Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.</p>
	<p>Literacy strategies¹⁹</p>	<p>Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.</p>	<p>Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.</p>	<p>Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.</p>	<p>Provides opportunities for students to independently select and apply literacy strategies.</p>

Underlined text reflects Connecticut Core Standards connections.

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

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

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following.</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with limited opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to generate their own questions and problem-solving strategies, and synthesize and communicate information.	
Instructional resources²⁰ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.	
Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.	

Underlined text reflects Connecticut Core Standards connections.

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

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient plus one or more of the following</small>
ATTRIBUTES	Criteria for student success	Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback²¹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment²²	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

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

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

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by <i>developing and demonstrating professionalism, collaboration and leadership</i> by: INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.	
ATTRIBUTES	EXEMPLARY <small>All characteristics of Proficient plus one or more of the following</small>
BELOW STANDARD	DEVELOPING
PROFICIENT	EXEMPLARY
<p>Teacher self-evaluation and reflection on impact on student learning</p>	<p>Insufficiently reflects on/analyzes practice and impact on student learning.</p>
<p>Response to feedback</p>	<p>Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.</p>
<p>Professional learning²³</p>	<p>Responds to supervisor or peer feedback and makes changes in practice based on feedback.</p>
<p>Insufficiently reflects on/analyzes practice and impact on student learning.</p>	<p>Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.</p>
<p>Does not respond to supervisor or peer feedback and recommendations for improving practice.</p>	<p>Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.</p>
<p>Does not engage in professional learning activities.</p>	<p>Engages in relevant professional learning but application to practice is limited.</p>
<p>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</p>	<p>Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.</p>
<p>Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.</p>	<p>Takes a lead in and/or initiates opportunities for professional learning with colleagues.</p>

23. *Connecticut's Definition of Professional Learning:* High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Teacher Leadership

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

INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of proficient, plus one or more of the following</small>
ATTRIBUTES	<p>Does not collaborate with colleagues to improve teaching and learning.</p> <p>Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i>.²⁴</p>	<p>Minimally collaborates with colleagues to improve teaching and learning.</p> <p>Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i>.</p>	<p>Collaborates with colleagues to improve teaching and learning.</p> <p>Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i>.</p>	<p>Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.</p> <p>Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.</p>

24. **Colleague:** A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraprofessionals.

25. **Connecticut Code of Professional Responsibility for Teachers:** A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-14-5d-4.00a).

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by <i>developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	
ATTRIBUTES	BELOW STANDARD DEVELOPING PROFICIENT EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>
Positive school climate	<p>Does not comply with efforts to develop and/or sustain a positive school climate.</p> <p>Complies with efforts to develop and/or sustain a positive school climate.</p> <p>Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.</p> <p>Leads efforts to improve and strengthen the school climate.</p>
Family and community engagement	<p>Limits communication with families about student academic or behavioral performance to required reports and conferences.</p> <p>Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.</p> <p>Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.</p> <p>Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.</p>
Culturally responsive²⁶ communications	<p>Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.</p> <p>Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.</p> <p>Interacts with students, families and the community in a culturally respectful manner.</p> <p>Leads efforts to enhance culturally respectful interactions with students, families and the community.</p>

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

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p> ▲ Domain 1: Learning Environment, Engagement and Commitment to Learning </p> <p> <i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> </p> <ol style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p> ▲ Domain 2: Planning for Active Learning </p> <p> <i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> </p> <ol style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p> ▲ Domain 3: Service Delivery </p> <p> <i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> </p> <ol style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p> ▲ Domain 4: Professional Responsibilities and Leadership </p> <p> <i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> </p> <ol style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.¹

ATTRIBUTES	DEVELOPING			PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
 rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.	
 Respect for learner diversity²	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.	
 Environment supportive of risk-taking³	Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.	
 High expectations for learning	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to take responsibility for their own growth and development.	

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

3. **Take risks:** Fostering a classroom environment that promotes risk-taking involves building trust, students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of proficient, plus one or more of the following:</i>
	<p>Communicating and reinforcing appropriate standards of behavior</p> <p>Promoting social and emotional competence⁴</p>	<p>Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.</p> <p>Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.</p>	<p>Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.</p> <p>Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.</p>	<p>Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.</p> <p>Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.</p>

4. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

5. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Learning Environment, Engagement and Commitment to Learning

<p>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁶</p>		
ATTRIBUTES Routines and transitions appropriate to needs of learners	BELOW STANDARD	Implements and manages routines and transitions resulting in significant loss of service delivery time.
	DEVELOPING	Implements and manages routines and transitions resulting in some loss of service delivery time.
	PROFICIENT	Implements and manages effective routines and transitions that maximize service delivery time.
	EXEMPLARY <small>Attaches/achieves of Proficient plus one or more of the following:</small>	Establishes an environment in which learners independently facilitate routines and transitions.

6. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning

Service providers design ⁷ academic, social/behavioral, therapeutic, crisis or consultative plans ⁸ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:					
INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.					
ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following</small>	
	Standards alignment	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards. ⁹	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of data.	Designs plans using limited sources of data ¹⁰ to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of learners.	Plans include opportunities for learners to inform the development of future objectives.

7. Depending upon the role of the service provider, the action verb could be design, collaborate, inform, or consult.

8. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and/or individual learners.

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

10. Sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

<p>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <p>INDICATOR 2b: Developing plans to actively engage learners in service delivery.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>
ATTRIBUTES	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that provide opportunities for learners to apply or extend learning to new situations.
	Resources¹¹ and/or flexible groupings¹² and new learning	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

11. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and

performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

12. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:				
INDICATOR 2c: Selecting appropriate assessment strategies¹³ to identify and plan learning targets.				
ATTRIBUTES	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>			
	PROFICIENT			
	DEVELOPING			
BELOW STANDARD				
Selection of assessments and interpretation of results	<p>Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</p> <p>Does not identify appropriate criteria for assessing learner success.</p> <p>Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.</p>	<p>Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</p> <p>Identifies general criteria for assessing learner success.</p> <p>Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.</p>	<p>Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</p> <p>Identifies objective and measurable criteria for assessing learner success.</p> <p>Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.</p>	<p>Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.</p> <p>Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.</p> <p>Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.</p>
Criteria for learner success				
Ongoing assessment of learning				

13. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing service delivery¹⁴ for learning.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of proficient plus one or more of the following.</i>
	<p>Purpose of service delivery</p> <p>Does not communicate academic and/or social/behavioral expectations for service delivery.</p>	<p>Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.</p>	<p>Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.</p>	<p>Provides opportunities for learners to communicate how academic and/or social/behavioral expectations apply to other situations.</p>
<p>Precision of service delivery</p> <p>Delivers services with significant error(s) and uses imprecise language to convey ideas, resulting in learning misunderstanding.</p>	<p>Delivers services with minor error(s) or uses imprecise language to convey ideas, resulting in the need for clarification.</p>	<p>Delivers services accurately, resulting in learning.</p>	<p>Effectively delivers services that extend learners' understanding.</p>	
<p>Progression of service delivery</p> <p>Delivers services which lack a logical and purposeful progression.</p>	<p>Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.</p>	<p>Delivers services in a logical and purposeful progression that meet the needs of learners.</p>	<p>Provides learners with opportunities that challenge them to take responsibility and extend their own learning.</p>	
<p>Level of challenge</p> <p>Does not provide an opportunity for challenge.</p>	<p>Provides some challenges that align to learning needs.</p>	<p>Consistently delivers services at a level of challenge that aligns to learners' needs.</p>	<p>Provides opportunities for learners to extend learning beyond expectations.</p>	

14. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All Characteristics of Proficient plus one or more of the following</small>
ATTRIBUTES	Strategies, tasks and questions	Uses a limited combination of tasks and questions that do not result in new and meaningful learning.	Uses a limited combination of tasks or questions that result in new and meaningful learning.	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.
	Resources and flexible groupings and new learning	Limited use of available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings to actively engage learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.
	Learner responsibility and independence	Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3c: Assessing learning, providing feedback¹⁵ and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of proficient plus one or more of the following.</small>
Criteria for learner success	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measurable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment to improve their learning.
Feedback to learner	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
Adjustments to service delivery¹⁶	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.

ATTRIBUTES

¹⁵ Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

¹⁶ Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.	
ATTRIBUTES	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>
BELOW STANDARD	DEVELOPING
PROFICIENT	EXEMPLARY
<p>Self-evaluation/ reflection</p> <p>Insufficiently reflects and analyzes practice and impact on learners.</p>	<p>Self-evaluates and reflects on practice and impact on learners; identifies areas for improvement and takes effective action to improve professional practice.</p>
<p>Response to feedback</p> <p>Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.</p>	<p>Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.</p>
<p>Professional learning¹⁷</p> <p>Does not engage in professional learning activities.</p>	<p>Engages in required professional learning opportunities, but application of learning to practice is minimal.</p>
	<p>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</p>
	<p>Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.</p>
	<p>Facilitates professional learning with colleagues, families or community.</p>

17. Connecticut's Definition of Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.	
ATTRIBUTES	EXEMPLARY <small>All characteristics of proficient, plus one or more of the following.</small>
Collaboration with colleagues¹⁸	PROFICIENT
Professional responsibility and ethics¹⁹	DEVELOPING
Maintenance of records	EXEMPLARY

18. Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

19. Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow, and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.	
	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>
ATTRIBUTES	PROFICIENT
BELOW STANDARD	DEVELOPING
Positive school climate	EXEMPLARY
Stakeholder²⁰ engagement	PROFICIENT
Culturally responsive communications²¹ with stakeholders	EXEMPLARY

Does not comply with efforts to develop and sustain a positive school climate.

Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.

Compiles with efforts to develop and/or sustain a positive school climate.

Does not comply with efforts to develop and sustain a positive school climate.

Limits communication with stakeholders to required reports and conferences.

Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.

Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.

Limits communication with stakeholders to required reports and conferences.

Leads efforts to improve and strengthen the school climate.

Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.

Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.

Demonstrates bias or lack of cultural competence in interactions with stakeholders.

20. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

21. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

TPS Teacher / Administrator Evaluation Model Comparison

