



# **Hartford Public Schools Teacher and Administrator Development & Evaluation Handbook**

**July 2021**

**Developed By HPS Educators**

**Hartford Public Schools**  
330 Wethersfield Ave  
Hartford, Connecticut 06114

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## **SECTION I: INTRODUCTION**

### *HPS's Professional Development and Evaluation Committee (PDEC)*

#### Committee Members:

Evette Avila, Chief of Schools  
Natasha Banks, Senior Executive Director of Human Resources  
Mario Carullo, Director of Mathematics  
Ashley Daley, Social Studies Teacher  
Kitsia Ferguson, Principal  
Meaghan Freeman, TESOL Teacher  
Carol Gale, HFT President  
Jane Grahn, 2<sup>nd</sup> Grade Teacher  
Danielle Griffiths, Social Studies Teacher  
Gerardo Heredia, Principal  
Jennifer Hoffman, Senior Executive Director of Special Education and Pupil Services  
Sherlye Jackson, Director of Special Education and Pupil Services  
Madeline Negrón, Chief Academic Officer  
Sandra Nelson, Physical Education Teacher  
Monia Quinones, Executive Director of School Leadership  
Tyrone Richardson, Executive Director of School Leadership  
Bethany Silver, Chief Performance Officer  
Jessica Silvestro, Assistant Principal  
Daisy Torres, Director of English Learner Services  
Edward Wilson, Staff Attorney and Executive Director of Internal Investigations and Security

#### **Core Beliefs**

We agree that an effective Educator Development and Evaluation System must support development, growth and performance and must enhance student learning. This evaluation system must be fair, accurate, reliable, and transparent. The effective implementation of the evaluation system can only occur in an atmosphere of trust that promotes collaborative dialogue and enhanced professional practice of all educators in our schools.

#### **Purpose and Rationale of the Evaluation System**

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

## Core Design Principles

The following principles guided the design of this model:

- Considers multiple, standards-based measures of performance

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments; and locally developed curriculum standards.

- Emphasizes growth over time

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

- Promotes both professional judgment and consistency

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

- Fosters dialogue about student learning

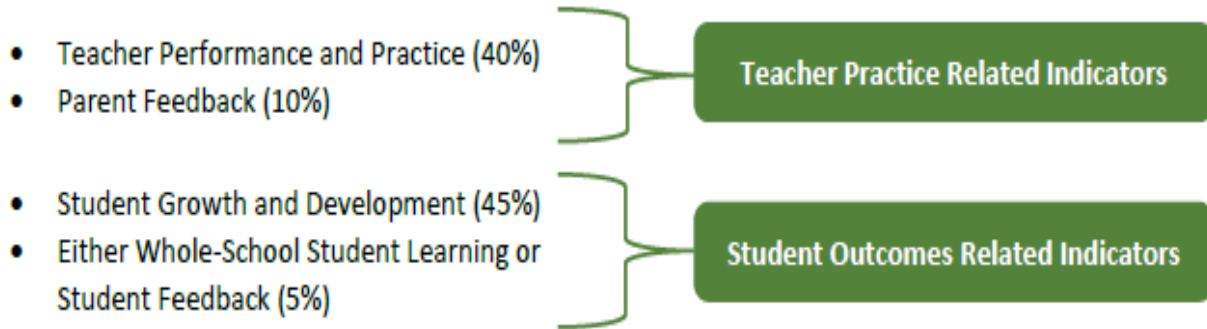
This model hinges on improving the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- Encourages aligned professional development, coaching and feedback to support growth

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

## Evaluation and Support System Overview

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

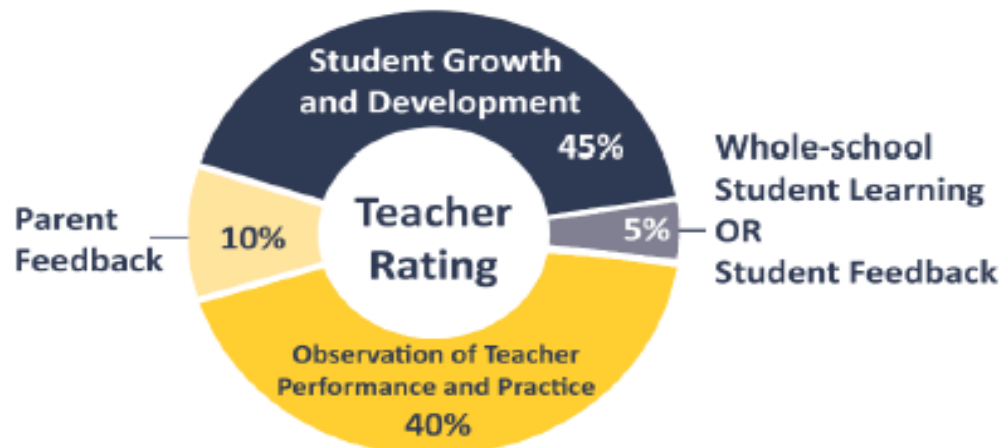


1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

- a. Observation of teacher performance and practice (40%)
- b. Parent feedback (10%)

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

- a. Student growth and development (45%)
- b. Whole-school measures of student learning (5%)



Scores from each of the four components will be combined to produce a summative performance rating. The performance levels are defined as:

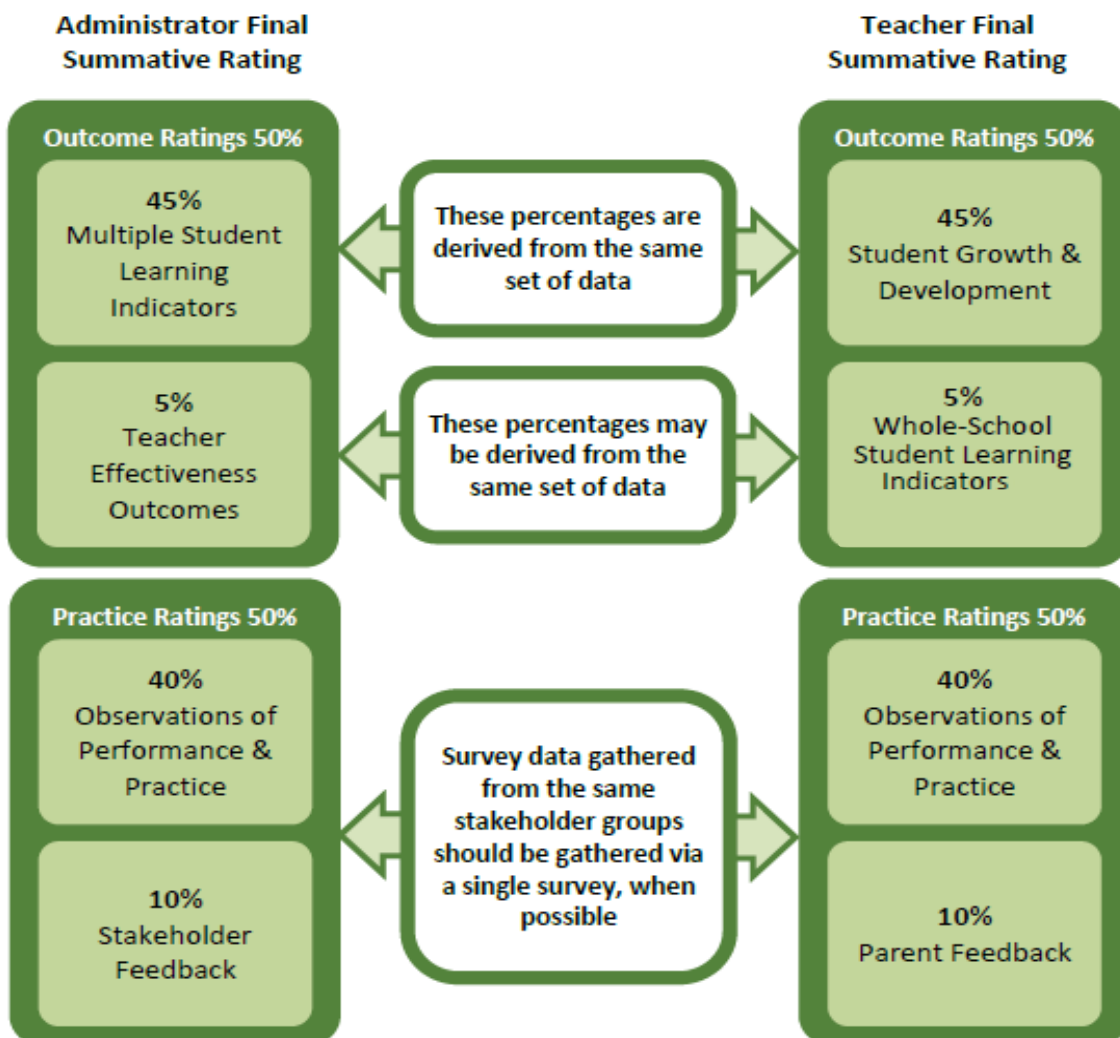
**Highly Effective** – Substantially exceeding indicators of performance

**Effective** – Meeting indicators of performance

**Developing /Needs Improvement** – Meeting some indicators of performance but not others

**Ineffective /Unsatisfactory** – Not meeting indicators of performance

### HPS Teacher / Administrator Evaluation Model Comparison



## Teacher Evaluation Process and Timeline

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



### Goal-Setting and Planning:

1. Orientation on Process By September 15th

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

2. Teacher Reflection and Goal-Setting By November 1st

The teacher examines student data, prior year evaluation, School Climate and Connectedness survey results, the HPS Teacher Development and Evaluation Handbook and any other pertinent identified resources to draft proposed performance objectives: one objective of parent engagement (OPE) and two student learning objectives (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the objective setting process.

3. Objective-Setting Conference By November 1st

The evaluator and teacher meet to discuss the teacher's objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.



An effort should be made to mutually agree upon the objectives. HPS' Office of Talent Management's designee may provide support to the evaluator and teacher to resolve possible disagreement. In the event no agreement can be reached, the evaluator's decision will be final.

### **Mid-Year Check-In:**

1. Reflection and Preparation

By March 1st

The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in. Teacher completes the mid-year self-assessment prior to mid-year conference.

2. Mid-Year Conference

By March 1st

The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on the objective of parent engagement (OPE), two student learning objectives (SLOs) and other performance to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. The mid-year conference for non-tenured teachers and the summative evaluation form will serve as recommendation for renewal or non-renewal. For tenured and non-tenured teachers (who are renewed) a written summary of the conference is not required.

### **Summative / End of Year Process:**

1. Teacher Self-Assessment

By June 1st

The teacher reviews all information and data collected during the year and completes the end-of-year self-assessment and a final report on progress for the one OPE and two SLOs for review by the evaluator.

2. Scoring

By June 1st

The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

3. End-of-Year Conference

By June 1st

The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1st.

The Whole-School Student Measure (5%) will **not** be determined by the Hartford Public Schools by June 1<sup>st</sup>. If the whole-school score changes the teacher's final summative rating, then an additional conference will be held, but no later than September 15<sup>th</sup>.

## Evaluation Process and Timelines Chart

All Classroom and Non-Classroom Teachers

Note: Timeline may be modified as needed by the administrator.

| Timeline              | ACTION                         | FOCUS  | MEETING | DUE DATE                              |
|-----------------------|--------------------------------|--|---------|---------------------------------------|
| Beginning of the Year | Orientation                    | Evaluation Overview/Determination of Annual School Focus   | Yes     | By September 15                       |
|                       | Finalize Objective #1<br>22.5% | Student Learning Objectives and Indicators of Academic Growth and Development (SLO 1)  | Yes     | By November 1                         |
|                       | Finalize Objective #2<br>22.5% | Student Learning Objectives and Indicators of Academic Growth and Development (SLO 2)  |         |                                       |
|                       | Finalize Objective #3<br>10%   | Objective of Parent Engagement and Indicators of Growth/Targets (OPE)  |         |                                       |
| During the Year       | Observations                   | On-going Observational Feedback Formal, Informal, and/or Review of Practice  | Yes     | By November 1, February 1, and May 1* |
|                       | Mid-Year Check-In              | Review Mid-Year Self-Assessment Review Progress of SLO's and OPE   | Yes     | By March 1                            |
| End of the Year       | Summative Evaluation           | Score and review SLO's and OPE Review End of the Year Self-Assessment Review Domain 4 Professional Responsibilities Review Recommendations from Observations | Yes     | By June 1                             |
|                       | Whole School Measures          | Completed by Central Office Score based on Administrator/Evaluator's SLO Rating  | No      | By September 15                       |

\*by the 15<sup>th</sup> for tenured teachers

### Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

Opportunities for administrators are provided for training and calibration regarding the Connecticut Common Core of Teaching (CCT) for Effective Teaching and Effective Service Delivery. All newly hired evaluators of teachers are required to train and pass the proficiency assessment. The training is significant and is ongoing.

After the initial proficiency assessment, evaluators will engage in a comprehensive annual recalibration program that has been negotiated with the Administrators' bargaining unit. The program may include co-observations, practice scoring videos and/or the successful completion of a calibration assessment. There are

professional development sessions scheduled 2 to 4 times annually to support evaluators in completing the program.

Administrators who have successfully completed the proficiency assessment will be eligible for annual calibration.

### **Support and Development**

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

### **Evaluation- Informed Professional Learning**

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

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

Evaluation-Informed professional learning will be focused upon district and school-wide, group and individual needs grounded in performance on all measures that determine the level of effectiveness of a teacher. HPS provides monthly early release days that allow for district and school based professional learning aligned with evaluation-based teacher needs.

### **Career Development and Growth**

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

The following are some of teacher leader positions offered in the district:

#### **District-Based**

Coordinator of Career Development  
Coordinator of Teacher / Leader Development  
Curriculum Specialist  
Intervention Specialist

#### **School-Based**

Literacy Coach  
Theme Coach  
Instructional Coach  
TEAM Lead Mentor

## SECTION II: TEACHER PRACTICE RELATED INDICATORS

### Teacher Practice Related Indicators

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

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

### Teacher Performance and Practice (40%)

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

### Overview of Observations

Research, such as the Gates Foundation's Measures of Effective Teaching study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

During observations (formal/informal) and/or a review of practice, evaluators will take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator will align the evidence with the appropriate indicator(s) on the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching (2017) and the CCT Rubric for Effective Service Delivery (2017).

### Service Delivery

Support specialists or service delivery providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a "caseload" of students, staff and/or families. In addition, they often are not directly responsible for content instruction nor administer state standardized assessments that directly measure their impact on students. The following assignments\*, with the recommendation of the evaluator, may be evaluated under the Service Delivery Rubric:

Instructional Coach, School Counselor, Social Worker, School Psychologist, Speech/Language Pathologist, Theme Coach, Curriculum Specialist, Central Office Teacher, Intervention/Resource Room Teacher.

*\*Non-exclusive list*

## CT Common Core of Teaching Rubrics (see appendix for details)

### CCT Rubric for Effective Teaching 2017 — At a Glance

| Evidence Generally Collected Through<br>In-Class Observations   | Evidence Generally Collected Through<br>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> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p> | <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> <p>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.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>                         |
| <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> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>  | <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> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p> |

### CCT Rubric for Effective Service Delivery 2017 — At a Glance

| Evidence Generally Collected Through<br>Observations  | Evidence Generally Collected Through<br>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> <p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</p> <p>1c. Maximizing service delivery by effectively managing routines and transition.</p>  | <p>▶ 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> <p>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <p>2b. Developing plans to actively engage learners in service delivery.</p> <p>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</p> |
| <p>▶ Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing service delivery for learning.</p> <p>3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing learning, providing feedback and adjusting service delivery.</p> | <p>▶ 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> <p>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>        |

## **Student Outcomes Related Indicators**

### **A. Classroom Formal and Informal Observations (In-Class)**

Classroom observations provide the most evidence for Domains 1 and 3 of the CCT; both pre-and post-conferences provide the opportunity for discussion of all four domains.

#### **1. Formal**

In-class with pre and post conference required (announced)

#### **2. Informal**

In-class with post-conference required (announced or unannounced)

In-class with post-conference optional (announced or unannounced)

### **B. Reviews of Practice (Out of Class)**

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the CCT Rubrics, all interactions with teachers and students that are relevant to instructional practice and professional conduct may contribute to performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, review of special education records, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, attendance records from professional development or school-based activities/events and typical professional occurrences with staff, parents, community members and students.

#### **3. Review of Practice**

Out-of-class with pre and post-conference required (announced or unannounced)

Out-of-class with optional pre and required post-conference (announced or unannounced)

Out-of-class with pre and post-conference optional (announced or unannounced)

Any CCT indicator from each of the four domains may be scored or not for a formal, informal or review of practice observation.

## **Pre and Post-Conferences**

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate. Post-conferences provide a forum for reflecting on the observation against the CCT and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

## **Observation Feedback**

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

- specific evidence and ratings, where appropriate, on observed indicators of the CCT
- identified areas of strength and areas for growth
- specific recommendations for improvement

## Observation Track Placement Summary

There are six different observation tracks. A teacher’s track is based upon one or more of the following variables: tenure status, prior year’s evaluation rating, and classroom or non-classroom teacher. Each observation track timeline and requirements are outlined in a separate chart. Note that a minimum of three observations will be conducted each year. Additional observations can be added at any time.

| <b>OBSERVATION TRACK PLACEMENT</b> |  |                      |   |   |
|------------------------------------|--|----------------------|---|---|
| <b>TRACK #</b>                     | <b>Rubric</b>                                    | <b>Tenure Status</b> | <b>Previous Evaluation Rating</b>               | <b>Classroom or Service Delivery</b>      |
| 1                                  | <b>CCT Rubric for Effective Teaching</b>         | Tenured              | Highly Effective / Effective (2.50 or higher)   | Classroom*                                |
| 2                                  |  | Tenured              | Needs Improvement / Ineffective (2.49 or lower) |   |
| 3                                  |  | Non-Tenured          | N/A   |   |
| 4*                                 | <b>CCT Rubric for Effective Service Delivery</b> | Non-Tenured          | N/A   | Support specialists or service providers* |
| 5*                                 |  | Tenured              | Highly Effective / Effective (2.50 or higher)   |   |
| 6*                                 |  | Tenured              | Needs Improvement / Ineffective (2.49 or lower) |   |

\*All teachers will be automatically placed into Tracks 1 – 3 with the CCT Rubric for Effective Teaching based on their tenure status and previous year evaluation rating. Evaluators must recommend that a teacher be moved to Tracks 4, 5, or 6 using the Effective Service Delivery Rubric.

Support Specialists or Service Delivery providers who may be eligible for this placement includes: Instructional Coach, School Counselor, Social Worker, School Psychologist, Speech/Language Pathologist, Theme Coach, Curriculum Specialist, Central Office Teacher, Intervention/ Resource Room Teacher.

NOTE: Tracks cannot be changed during the academic year. It is critical to make sure that the teacher is placed on the correct track. Teachers earning tenure during the year will remain in their current tracks until the following year.

## Observation Timeline and Requirements for CLASSROOM TEACHERS

| <b>TRACK ONE</b>  |                                   |                          |                |                 |  |
|---|-----------------------------------|--------------------------|----------------|-----------------|--|
| Tenured Classroom Teachers  |                                   |                          |                |                 |  |
| Highly Effective or Effective (2.50 or higher) Based on Previous Year's Evaluation Rating |                                   |                          |                |                 |  |
| Action  | Type                              | Announced or Unannounced | Pre-Conference | Post-Conference | Due Date                                     |
| Observation   | In-class (Formal)                 | Announced                | Required       | Required        | Any Order By<br>Nov. 15<br>Feb. 15<br>May 15 |
| Observation   | In-class (Informal)               | Announced or Unannounced | Optional       | Required        |  |
| Observation   | Out-of-Class (Review of Practice) | Announced or Unannounced | Optional       | Optional        |  |

| <b>TRACK TWO</b>  |                     |                          |                |                 |  |
|---|---------------------|--------------------------|----------------|-----------------|--|
| Tenured Classroom Teachers  |                     |                          |                |                 |  |
| Needs Improvement or Ineffective (2.49 or lower) Based on Previous Year's Evaluation Rating |                     |                          |                |                 |  |
| Action  | Type                | Announced or Unannounced | Pre-Conference | Post-Conference | Due Date                                     |
| Observation   | In-class (Formal)   | Announced                | Required       | Required        | Any Order By<br>Nov. 15<br>Feb. 15<br>May 15 |
| Observation   | In-class (Formal)   | Announced                | Optional       | Required        |  |
| Observation   | In-class (Informal) | Announced or Unannounced | Optional       | Required        |  |

| <b>TRACK THREE</b>             |                     |                          |                |                 |   |
|--------------------------------|---------------------|--------------------------|----------------|-----------------|---|
| Non-Tenured Classroom Teachers |                     |                          |                |                 |   |
| Action                         | Type                | Announced or Unannounced | Pre-Conference | Post-Conference | Due Date*                                 |
| Observation                    | In-class (Formal)   | Announced                | Required       | Required        | Any Order By<br>Nov. 1<br>Feb. 1<br>May 1 |
| Observation                    | In-class (Formal)   | Announced                | Optional       | Required        |   |
| Observation                    | In-class (Informal) | Announced or Unannounced | Optional       | Required        |   |

Timelines can be modified as necessary due to specific circumstances

Domains 1, 2, 3 and 4 may be scored for any type of observation

\*3<sup>rd</sup> observation not required if recommended for non-renewal.



## Observation Timeline and Requirements for SERVICE DELIVERY Teachers

| <b>TRACK FOUR</b>  |                                      |                          |                |                 |  |
|--|--------------------------------------|--------------------------|----------------|-----------------|--|
| Non-Tenured Support Specialists or “Service Delivery” Teachers |                                      |                          |                |                 |  |
| Action   | Type                                 | Announced or Unannounced | Pre-Conference | Post-Conference | Due Date*  |
| Observation  | Out-of-Class<br>(Review of Practice) | Announced                | Required       | Required        | Any Order<br>By<br><br>Nov. 1<br>Feb. 1<br>May 1 |
| Observation  | Out-of-Class<br>(Review of Practice) | Announced                | Optional       | Required        |  |
| Observation  | Out-of-Class<br>(Review of Practice) | Announced or Unannounced | Optional       | Required        |  |

| <b>TRACK FIVE</b>   |                                      |                          |                |                 |   |
|---|--------------------------------------|--------------------------|----------------|-----------------|---|
| Tenured Support Specialists or “Service Delivery” Teachers<br>Highly Effective or Effective (2.50 or higher) Based on Previous Year’s Evaluation Rating |                                      |                          |                |                 |   |
| Action  | Type                                 | Announced or Unannounced | Pre-Conference | Post-Conference | Due Date  |
| Observation   | Out-of-Class<br>(Review of Practice) | Announced                | Required       | Required        | Any Order<br>By<br><br>Nov. 15<br>Feb. 15<br>May 15 |
| Observation   | Out-of-Class<br>(Review of Practice) | Announced or Unannounced | Optional       | Required        |   |
| Observation   | Out-of-Class<br>(Review of Practice) | Announced or Unannounced | Optional       | Optional        |   |

| <b>TRACK SIX</b>  |                                      |                          |                |                 |   |
|---|--------------------------------------|--------------------------|----------------|-----------------|---|
| Tenured Support Specialists or “Service Delivery” Teachers<br>Needs Improvement or Ineffective (2.49 or lower) Based on Previous Year’s Evaluation Rating |                                      |                          |                |                 |   |
| Action  | Type                                 | Announced or Unannounced | Pre-Conference | Post-Conference | Due Date  |
| Observation   | Out-of-Class<br>(Review of Practice) | Announced                | Required       | Required        | Any Order<br>By<br><br>Nov. 15<br>Feb. 15<br>May 15 |
| Observation   | Out-of-Class<br>(Review of Practice) | Announced                | Optional       | Required        |   |
| Observation   | Out-of-Class<br>(Review of Practice) | Announced or Unannounced | Optional       | Required        |   |

Timelines can be modified as necessary due to specific circumstances

Domains 1, 2, 3 and 4 may be scored for any type of observation

\*3<sup>rd</sup> observation not required if recommended for non-renewal.

## Formal Observation Process

### STEPS:

- |                        |     |  |
|------------------------|-----|--|
| <u>Required</u>        | 1.  | Evaluator will schedule the formal observation process.  |
| <u>Required</u>        | 2.  | Evaluator will provide the teacher with two (2) school days' notice of pre-conference meeting.                                   |
| <u>Required</u>        | 3.  | Teacher will submit pre-observation plan form prior to the pre-conference meeting.   |
| <b><u>Optional</u></b> | 4.  | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work.)                                |
| <u>Required</u>        | 5.  | Evaluator and teacher will conduct pre-observation conference at least one day before the observation.                           |
| <u>Required</u>        | 6.  | A formal observation must be a minimum of 30 minutes and/or a full lesson.   |
| <u>Required</u>        | 7.  | Teacher will submit post-reflection form prior to scheduled post-conference.   |
| <b><u>Optional</u></b> | 8.  | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work).                                |
| <u>Required</u>        | 9.  | Evaluator and teacher will conduct a post-observation conference within seven (7) school days of observation.                    |
| <u>Required</u>        | 10. | Evaluator and teacher discuss evidence, recommendations, areas of strengths and growth at post-conference.                       |
| <u>Required</u>        | 11. | Evaluator will finalize observation report within five (5) school days of post-conference.                                       |
| <b><u>Optional</u></b> | 12. | Once observation report has been finalized, the teacher may submit an addendum within ten (10) days.                             |
| <u>Required</u>        | 13. | Teacher has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days. |

### Points of Emphasis

When a teacher confirms an observation report, it does not imply agreement. Failure to confirm an observation report by the teacher does not invalidate the observation report submitted by the evaluator.  
Timelines can be modified as necessary due to specific circumstances.

## Informal Observation Process

### STEPS:

- |                             |   |
|-----------------------------|---|
| <b><u>Optional</u></b>      | 1. An informal observation may be announced or unannounced.   |
| <b><u>Required</u></b>      | 2. An informal observation will be a minimum of 20 minutes in length.   |
| <b><u>If Requested*</u></b> | 3. Evaluator and teacher will conduct a post-observation conference within seven (7) school days of observation.                              |
| <b><u>Required</u></b>      | 4. Evaluator will finalize observation report within five (5) school days of the actual informal observation or post-conference if it occurs. |
| <b><u>Optional</u></b>      | 5. Once observation report has been finalized, the teacher may submit an addendum within ten (10) days.                                       |
| <b><u>Required</u></b>      | 6. Teacher has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days.           |

### Points of Emphasis

When a teacher confirms an observation report, it does not imply agreement. Failure to confirm an observation report by the teacher does not invalidate the observation report submitted by the evaluator. Timelines can be modified as necessary due to specific circumstances.

## Review of Practice Observation Process

### STEPS:

- |                             |     |  |
|-----------------------------|-----|--|
| <b><u>Optional</u></b>      | 1.  | A review of practice observation may be announced or unannounced.  |
| <b><u>If Required*</u></b>  | 2.  | Evaluator will provide the teacher with two (2) school days' notice of pre-conference meeting.   |
| <b><u>If Required*</u></b>  | 3.  | Teacher will submit pre-observation plan form prior to the pre-conference meeting.   |
| <b><u>Optional</u></b>      | 4.  | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work).  |
| <b><u>If Required*</u></b>  | 5.  | Evaluator and teacher will conduct pre-observation conference at least one day before the observation.   |
| <b><u>If Required*</u></b>  | 6.  | Teacher will submit post-reflection form prior to scheduled post-conference.   |
| <b><u>Optional</u></b>      | 7.  | Evaluator may require teacher to submit supplemental documents (e.g. lesson plans, student work).  |
| <b><u>If Requested*</u></b> | 8.  | Evaluator and teacher will conduct a post-observation conference within seven (7) school days of observation.                                    |
| <b><u>If Required*</u></b>  | 9.  | Evaluator and teacher discuss evidence, recommendations, areas of strengths and weakness at post-conference.                                     |
| <b><u>Required</u></b>      | 10. | Evaluator will finalize observation report within five (5) school days of actual review of practice observation or post-conference if it occurs. |
| <b><u>Optional</u></b>      | 11. | Once observation report has been finalized, the teacher may submit an addendum within ten (10) days.   |
| <b><u>Required</u></b>      | 12. | Teacher has an affirmative obligation to review and confirm receipt of finalized observation report within five (5) school days.                 |

### Points of Emphasis

When a teacher confirms an observation report, it does not imply agreement. Failure to confirm an observation report by the teacher does not invalidate the observation report submitted by the evaluator. Timelines can be modified as necessary due to specific circumstances.

## Single Observation Scoring and Rating

Any indicator of each Domain may be scored using one of three types of observations at any time throughout the year. If a component is not scored, it will not count toward a particular observations rating. Domain 4 evidence may be collected during each observation and will be scored at the end of the year.

Each Domain in the Common Core of Teaching Rubric (CCT Rubric) is weighted equally.

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores:

Example:

| Domain 1                           | Evaluator's Score |
|------------------------------------|-------------------|
| 1a                                 | 2                 |
| 1b                                 | 2                 |
| 1c                                 | 4                 |
| <b>Average Domain 1 Score: 2.7</b> |                   |

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

Example:

| Domain                                      | Average Domain Scores |
|---|-----------------------|
| 1   | 2.7                   |
| 2   | 2.6                   |
| 3   | 3.0                   |
| 4   | 2.8                   |
| <b>Overall Average Score: Effective 2.8</b> |                       |

Observation Rating Scale:

| Rating                         | Scale       |
|--------------------------------|-------------|
| Highly Effective               | 3.25 – 4.0  |
| Effective                      | 2.5 – 3.24  |
| Needs Improvement / Developing | 1.75 – 2.49 |
| Unsatisfactory / Ineffective   | 1.0 – 1.74  |

4. The overall observation rating would be based on the average scores across all scored domains/indicators from the completed observations and end of the year Domain 4 Professional Responsibilities.

## Domain 4 – Professional Responsibilities

### Summative Scoring

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 the Year Process.

1. Review the evidence for Domain 4 from each observation.
2. Review other Domain 4 evidence collected by the evaluator and presented by the teacher.
3. Score each of the Domain 4 indicators based upon collected and reviewed evidence.
4. Average each indicator scored to determine an overall Domain 4 score.

Example:

| Domain 4                                     | Evaluator's Score |
|--|-------------------|
| 4a   | 4                 |
| 4b   | 2                 |
| 4c   | 2                 |
| <b>Average Domain 4 Score: Effective 2.7</b> |                   |

### Scoring and Rating of Teacher Practice 40%

1. All scored indicators from the three types of observation processes will be averaged by domain.
2. In regards to Domain 4 – Professional Responsibilities, the evaluator will score all indicators as part of the *Summative/End of the Year Process*. The evaluator will review any evidence in Domain 4 via the observation process and presented by the teacher and/or gathered by the evaluator.

Example:

|                   |   | Observations          |                     |                                    |  | Averages  |
|-------------------|---|-----------------------|---------------------|------------------------------------|--|---|
|                   |   | Informal<br>(Average) | Formal<br>(Average) | Review of<br>Practice<br>(Average) | Domain 4<br>Professional<br>Responsibilities |   |
| <b>CCT Domain</b> | 1 | 2.5                   | 3.7                 | 2.0                                |  | 2.7   |
|                   | 2 | 3.7                   | 3.0                 | Not Scored                         |  | 3.4   |
|                   | 3 | 1.8                   | 2.5                 | Not Scored                         |  | 2.2   |
|                   | 4 | N/A                   | N/A                 | N/A                                | 2.8  | 2.8   |
|                   |   |                       |                     |                                    |  | Overall Year End<br>Teacher Practice<br>Score<br><b>2.8 EFFECTIVE</b> |

**Observation Rating Scale:**

| Rating                         | Scale       |
|--------------------------------|-------------|
| Highly Effective               | 3.25 – 4.0  |
| Effective                      | 2.5 – 3.24  |
| Needs Improvement / Developing | 1.75 – 2.49 |
| Unsatisfactory / Ineffective   | 1.0 – 1.74  |

**Parent Feedback (10%)**

Parent feedback data as solicited through the Hartford Public Schools’ (HPS) School Climate and Connectedness Survey and other official district/school surveys will be utilized for teachers to develop a measurable parent engagement objective. School Governance Councils (SGCs) have various levels of input to the survey process depending on the school. The performance on this objective represents 10% of a teacher overall rating.

**Overview of Objective of Parent Engagement (OPE)**

The process is as follows:

- 1) School will administer the HPS’ School Climate and Connectedness Survey for parents. Data will be aggregated at the school level.
- 2) Administrator will collaborate with faculty to determine school-level parent goals based on the survey feedback;
- 3) Teacher and evaluator will identify one related parent engagement objective with action plan and measurable outcomes.
- 4) The success of the parent engagement objective will be measurable. Measures may include parent, student, and/or teacher outputs.
- 5) Evaluator will determine a teacher’s success on the parent engagement objective by using the four performance level ratings outlined below.

**Phase One: Administration of HPS’ School Climate and Connectedness Survey**

The HPS’s School Climate and Connectedness Survey for parents should be administered applying all district timelines and practices. The survey will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback. Surveys should be confidential and survey responses should not be tied to parents’ names. The parent survey should be administered annually and trends analyzed from year-to-year.

## Phase Two: Determining School-Level Parent Goals

Principals and faculty should review the parent survey results prior to the beginning of the school year to identify areas of need. Each principal in collaboration with faculty will set parent engagement goal(s) based on the survey results. These goals will be at the school level.

## Phase Three: Developing an Objective of Parent Engagement (OPE) at the Teacher Level

After school-level parent engagement goal(s) have been set, each teacher will determine, through collaboration with his/her evaluator, one related parent engagement objective he/she would like to pursue as part of his/her evaluation. Possible objectives include increasing student learning through parent engagement, improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, increasing parent confidence in school safety etc.

The objective should outline a specific action plan and measurable outcomes.

## Phase Four: Measurable Outcomes for OPE

Teachers and their evaluators should use their judgment in setting measurable outcomes. There are many ways a teacher can measure and demonstrate progress on their parent engagement objective. To measure the objective's degree of success the following can be used: parent, student, and/or teacher related outputs. It is strongly encouraged to use multiple measures especially parent outputs as a way to measure the degree of success.

## Phase Five: Determining an OPE Level Rating

The rating should reflect the degree to which a teacher successfully reaches the measures of his/her parent engagement objective. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

|                          |  |
|--------------------------|--|
| <b>Exceeded (4)</b>      | All or most targets were met or substantially exceeded the target(s)   |
| <b>Met (3)</b>           | Most targets were met and some indicators were within a few points of the target(s).   |
| <b>Partially Met (2)</b> | Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress towards the objective was made. |
| <b>Did Not Meet (1)</b>  | Some targets met but a substantial percentage did not.   |



## Student Learning Objectives (SLOs) & Objective of Parent Engagement (OPE) Setting Process

### STEPS:

- Required 1. Both student learning objectives and the parent engagement objective setting processes are to be finalized by November 1<sup>st</sup>.
- Required 2. Evaluator and teacher should follow the OPE five phase process as outlined in the Parent Feedback section.
- Required 3. Evaluator and teacher should follow the SLO four phase process as outlined in the Student Growth and Development section.
- Required 4. Evaluator requires teacher to submit both student learning objectives and parent engagement objective proposals prior to the objective setting conference.
- Required 5. Evaluator and teacher meet at objective setting conference and review all three proposals. If required by evaluator teacher will make changes and resubmit.
- Required 6. If approved by evaluator, evaluator confirms (acknowledges) all three proposals.

### Points of Emphasis

When a teacher resubmits their objective based upon evaluator feedback, it does not imply agreement.  
Timelines can be modified as necessary due to specific circumstances.

### SECTION III: STUDENT OUTCOMES RELATED INDICATORS

Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

#### Student Related Indicators

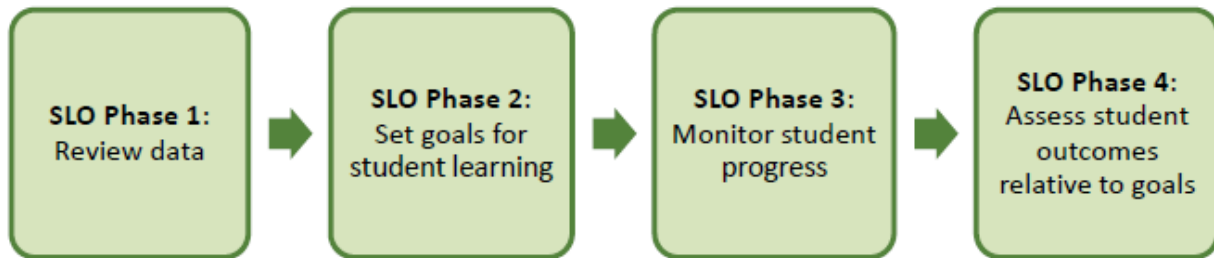
- Student growth and development 45%
- Whole-School Student Learning Indicator 5%

#### Student Growth and Development (45%)

##### Overview of Student Learning Objectives (SLOs)

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

SLOs will support teachers in using a planning cycle that will be familiar to most teachers:



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

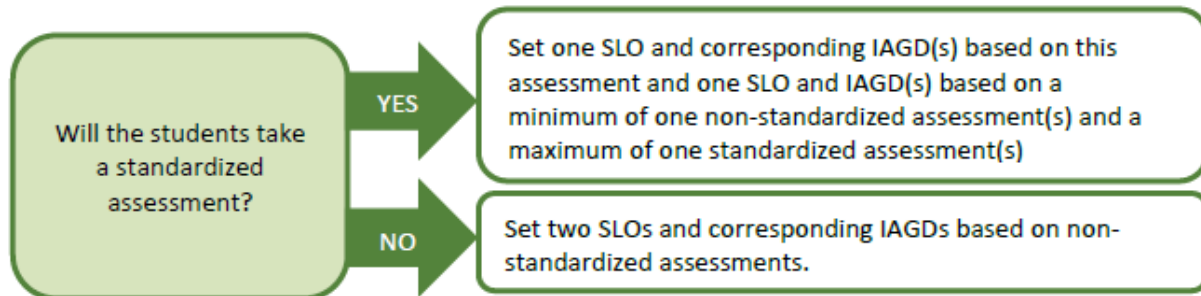
#### Phase One – Review the Data

This first phase is the discovery phase, which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades,

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

Phase Two – Set Objectives

Each teacher will write two SLOs. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.



In regards to the **FIRST** student learning objective (22.5%) will be measured by one of two applicable assessment types:

| Type of Assessment Required   |   |
|---|---|
| Standardized<br>If local standardized <u>not</u> applicable use non-standardized assessment | Non-Standardized  |
| MAP<br>DIAL3<br>PSAT<br>PPVT-4<br>EVT-4   | Examples:<br>Curriculum Based Assessments<br>School, department, grade level, teacher generated assessments |

Note – Teachers and evaluators should work together to determine whether a local standardized assessment is applicable or not. If an agreement cannot be reached the final decision shall reside with the evaluator.

This district uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

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

In regards to the **SECOND** student learning objective (22.5%) will be measured by a non-standardized assessment:

- All teachers who have one 22.5% SLO standardized assessment measure will be required to develop **one** non-standard based assessment measure.
- All other teachers will develop **two** SLO non-standardized assessment measures and each will count as 22.5% for a total of 45%.

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

*Step 1: Decide on the Student Learning Objectives*

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

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

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one indicator, but may include multiple, differentiated IAGDs where appropriate. Teachers are encouraged to select the option of multiple (IAGDS).

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success. Each indicator should make clear (1) what evidence/measure of progress will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students, or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers might set the same SLO and use the same reading assessment (measure of progress) to measure their SLO's, but the target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

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

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

### Step 3: Provide Additional Information

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

- Baseline data used to determine SLOs and IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;

- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs

*Step 4: Submit SLOs to Evaluator for Approval*

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator.

**SLO Approval Criteria**

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

Phase Three – Monitor Student Progress

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

If a teacher’s assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

Phase Four – Assess Student Outcomes

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

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

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

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

For SLOs with more than one indicator, the evaluator will look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was “partially met” for a rating of 2, and the other SLO was “met” for a rating of 3, the Student Growth and Development rating would be a 2.5  $[(2+3)/2]$ . The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the end of year conference.

Example:

|  | <b>Averaged Domain-Level</b> |
|--|------------------------------|
| SLO 1  | 2                            |
| SLO 2  | 3                            |
| <b>Student Growth and Development Rating</b> | <b>2.5</b>                   |

## Student Learning Objectives (SLOs) & Objective of Parent Engagement (OPE) Setting Process

### STEPS:

- Required 1. Both student learning objectives and the parent engagement objective setting processes are to be finalized by November 1<sup>st</sup>.
- Required 2. Evaluator and teacher should follow the OPE five phase process as outlined in the Parent Feedback section.
- Required 3. Evaluator and teacher should follow the SLO four phase process as outlined in the Student Growth and Development section.
- Required 4. Evaluator requires teacher to submit both student learning objectives and parent engagement objective proposals prior to the objective setting conference.
- Required 5. Evaluator and teacher meet at objective setting conference and review all three proposals. If required by evaluator teacher will make changes and resubmit.
- Required 6. If approved by evaluator, evaluator confirms (acknowledges) all three proposals.

### Points of Emphasis

When a teacher resubmits their objective based upon evaluator feedback, it does not imply agreement.  
Timelines can be modified as necessary due to specific circumstances.

### Whole-School Student Learning Indicator (5%)

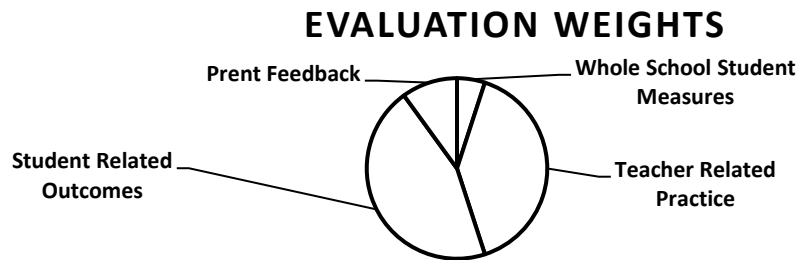
A teacher's Whole-School Student Learning Indicator shall be equal to the principal's (or primary evaluator's if not assigned to a school) SLO rating.

All teachers will have a Whole-School Student Learning Indicator measure (5%). However, the measure will **not** be determined by the Hartford Public Schools by June 1<sup>st</sup>. Therefore, if the whole-school score changes the teacher's final summative rating, then an additional conference will be held, but no later than September 15<sup>th</sup>.



## SECTION IV: SUMMATIVE EVALUATION

Summative Evaluation Rating: Classroom and Non-Classroom Teachers



Each area will be calculated in the following manner as demonstrated in the example below:

| Category                     | Focus                                 | Score (1-4) | Weight | Points (score X weight) |
|------------------------------|---------------------------------------|-------------|--------|-------------------------|
| Teacher Related Practice     | Observations                          | 2.8         | 40%    | 1.12                    |
| Parent Feedback              | Parent Engagement Objective           | 3           | 10%    | .30                     |
| Student Related Outcomes     | Student Learning Objectives           | 3.5         | 45%    | 1.58                    |
| Whole-School Student Measure | Aggregate Score of Principal's 3 SLOs | 3           | 5%     | .15                     |
| <b>Total Points</b>          |                                       |             |        | <b>3.15 - Effective</b> |

Rating Scale:

| Points             | Rating                         |
|--------------------|--------------------------------|
| 3.25 – 4.00        | Highly Effective               |
| <b>2.50 – 3.24</b> | <b>Effective</b>               |
| 1.75 – 2.49        | Developing / Needs Improvement |
| 1.00 – 1.74        | Unsatisfactory / Ineffective   |

Failure to receive a score in any category will be addressed between the evaluator and the teacher with the final determination made by the evaluator.

## Summative / End of Year Evaluation Process

### STEPS:

- Required 1. Evaluator will conduct the summative/end-of-year conference by June 1.  
Required 2. Evaluator will provide the teacher with two (2) school days' notice of conference.  
Required 3. Non-tenured and tenured teacher will complete Mid-Year Self-Assessment prior to conference conducted by March 1.

**Note** The mid-year check-in for the non-tenured teacher will serve as the official recommendation by the evaluator for renewal or non-renewal. For any teacher recommended for non-renewal, it shall be the summative evaluation for that year.

- Required 4. Tenured teacher will complete End of Year Self-Assessment prior to conference conducted by June 1.  
Required 5. Non-tenured teacher will complete End of Self-Assessment prior to June 1.  
Required 6. Evaluator will require teacher to submit supplemental documents  
Required 7. Evaluator will require teacher to complete progress report on two student learning objectives (SLOs) and one parent engagement objective (OPE).  
Required 7. Evaluator will score each of the Domain 4 indicators based upon evidence gathered in observations and other sources as collected by both the evaluator and teacher.  
Required 8. Evaluator will score the two SLOs and one OPE.  
Required 9. Evaluator and teacher discuss evidence and scores, recommendations, areas of strengths, of weakness and for growth at conference.

**Note** All teachers will have the Whole-School Student Measure (5%). However, the measure will **not** be determined by the Hartford Public Schools by June 1<sup>st</sup>. Therefore, if the whole-school score changes the teacher's final summative rating, then an additional conference will be held, but no later than September 15<sup>th</sup>.

- Required 10. Evaluator will finalize summative / end of year evaluation report within five (5) school days of conference.  
**Optional** 11. Once summative / end of year evaluation report has been finalized, the teacher may submit an addendum within ten (10) days.  
Required 12. Teacher has an affirmative obligation to review and confirm receipt of finalized summative / end of year evaluation report within five (5) school days.

- Points of Emphasis
- When a teacher confirms a summative / end of year evaluation report, it does not imply agreement.
  - Failure to confirm a summative / end of year evaluation report by the teacher does not invalidate the report submitted by the evaluator.
  - Timelines can be modified as necessary due to specific circumstances.

### **Definition of Effectiveness and Ineffectiveness**

The district defines teacher effectiveness and ineffectiveness as outlined in the Summative Evaluation Rating. A teacher may be defined as effective or ineffective based solely on one or multiple years of performance. The standard for achieving tenure is excellence or the potential for excellence.

### **Dispute Resolution Process**

From time to time problems or disagreements may arise within the evaluation process. The parties are encouraged to discuss the differences and seek a common understanding of the issues and resolve the disagreement. It is expected that most issues will be resolved informally between the evaluator and the teacher.

However if the issue is unresolved after the evaluator and teacher meet to specifically address the concern, a written explanation of the issue must be submitted to the Superintendent (or designee) within 10 calendar days of the aforementioned meeting.

If the matter cannot be satisfactorily resolved by the Superintendent (or designee) with agreement from both parties (teacher/evaluator), the issue in dispute will be referred for resolution to a subcommittee of the PDEC. The Superintendent (or designee) and the HFT will each select two representatives to constitute this subcommittee. Subcommittee members will be supported with appropriate training and calibration on the evaluation plan and rubric.

In the event that the designated committee does not reach a decision, the issue shall be considered by the Superintendent (or designee) whose decision shall be binding. All decisions are final and not subject to grievance.

NOTE: Teachers placed on a 45 day professional intervention assistance plan may not appeal to the dispute resolution subcommittee.

## **SECTION V: IMPROVEMENT AND REMEDIATION PLANS**

There are two remediation support processes for evaluators to address below standard performance:

1. **The Specific Structured Support** process requires the evaluator to work collaboratively with the teacher to identify areas of need to develop an action plan. The action plan MAY include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success. This process is embedded at the bottom of the HPS observation form in order for the support to be timely and ongoing throughout the observation process.
2. The **Professional Intensive Assistance (PIA)** process requires the evaluator to work collaboratively with the teacher to identify areas of need to develop an action plan. The action plan WILL include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success. The *PIA* process requires a separate plan to be created outside of the regular evaluative process. Teachers may be placed on *PIA* at any time during the school year.

Teachers who receive a Needs Improvement / Developing or Ineffective summative rating on their end of year summative rating receive Specific Structured Support, Professional Intensive Assistance or another form of

remediation as determined by the evaluator. Union representation will be granted to teachers upon request as required by law.

## **Specific Structured Support**

### Purpose of Specific Structured Support

On occasion, teachers may need additional formal assistance to improve performance of their instructional or professional responsibilities. The purpose of this support is for it to be timely and ongoing.

### Who Belongs in Specific Structured Support?

If there is a concern with a teacher's performance in one or more specific areas as identified in the CCT Rubric, s/he may be provided assistance through Specific Structured Support.

### How does one receive Specific Structured Support?

At a post-observation conference an evaluator may include in the observation report in the section, entitled Specific Structured Support, an action plan. The action plan is designed to provide targeted support in areas of growth as outlined in the current or previous observation report(s). The action plan is designed to provide timely and ongoing support. The evaluator will discuss the concern formally with the teacher. The action plan may include a timeline, objective, measurable outcome, needed resources, dates for observations, if applicable, and criteria for success.

In the development and implementation of the Specific Structured Support, an effort should be made to mutually agree upon the entire action plan. In the event no agreement can be reached, the evaluator's decision is final. The Specific Structured Support should remain in place until the support is not needed. Specific Structured Support is not a required precursor to Professional Intensive Assistance.

## **Professional Intensive Assistance**

### Purpose of Professional Intensive Assistance

The purpose of Professional Intensive Assistance is to provide guided assistance to teachers who are experiencing difficulty in meeting performance standards as defined by the CCT Rubric and to change evaluation phase.

### Who Belongs in Professional Intensive Assistance (PIA)?

If an evaluator determines that a teacher's performance is lacking, the **evaluator should conduct one formal observation prior to placing the teacher on PIA.** The formal observation need not be negative for the teacher to be placed on PIA, as that determination is made at the discretion of the evaluator considering all of the information.

A teacher may also be placed on PIA for failing to adhere to professional standards of conduct. No formal observation is required prior to such a phase change. Absenteeism and tardiness should be included in the determination of acceptable job performance. A teacher is not required to have taken part in Specific Structured Support prior to be placed on PIA.

**A teacher may be placed on PIA at any time during the school year.**

For any teacher experiencing difficulty in his/her job performance, the evaluator will document evidence of the difficulty and any attempted guided assistance or interventions that have been applied such as a Structured Sport Plan. The evaluator will notify the teacher in writing with attached documented evidence.

The evaluator will schedule a date for a planning conference. The desired product of the conference will be a cooperatively developed plan providing the basis for the teacher's evaluation.

The PIA plan shall be in place of the final summative evaluation. However, the teacher on PIA is still responsible for all other measures (student learning objectives, parent engagement objective(s), etc.) that would otherwise apply as defined and required for every teacher. These measures will be recorded but shall not be included in the PIA outcome unless explicitly included in the PIA objectives.

Any teacher transferring from another school who is working in the PIA Phase must successfully complete his/her plan in his/her new school site.

### What Happens in Professional Intensive Assistance?

#### Planning Conference and Timeline

- The evaluator will schedule an initial planning conference within 10 school days of notification
- The CCT and other defined and required measures for every teacher will be used as a basis to assess the teacher's performance
- The evaluator and teacher will establish performance criteria for areas in which improvement is needed
- Conditions, resources and support necessary and available for achievement of objectives will be identified
- Teachers may also seek support from the HFT Professional Support Team
- Plans for implementing objectives will be developed with activities, evaluation criteria, and time schedules clearly stated
- The plan will include a minimum of 2 formal observations within 45 days of placement in Professional Intensive Assistance.
- For teachers placed on PIA at the end of the school year, the 45-school day cycle should begin no later than the first day of school for students in the new school year
- The timetable for any teacher placed on PIA during the school year should be the same for both tenured and non-tenured teachers

In the development and implementation of the PIA Plan, an effort should be made to mutually agree upon the objectives and action plan. In the event no agreement can be reached, the evaluator's decision is final.

When evidence of sufficient growth is documented, the evaluator may recommend the teacher return to his/her previous evaluation phase or the evaluator may recommend the teacher for a 45-day extension in Professional Intensive Assistance. When evidence of sufficient growth is not documented, the evaluator may recommend termination or may recommend the teacher for a 45-day extension in Professional Intensive Assistance.

#### Additional 45-days timeline and re-evaluation:

- The desired product of the conference will be a cooperatively modified plan providing the basis for the teacher's evaluation
- The objective will remain the same with a modified action plan and additional strategies, support, and resources necessary and available
- The plan will include a minimum of 2 formal observations within the 45-day extension in Professional Intensive Assistance.

Outcomes of Evaluation and Re-Evaluation:

At the end of the first 45-day period, the evaluator will recommend one of the following:

- Return to the teacher's appropriate professional status
- Continued assistance with an extended 45-day period
- Recommend termination under Connecticut state statutes\*





At the end of the extended 45-day period, the evaluator will recommend one of the following:

- Return to the teacher's appropriate professional status
- Recommend termination under Connecticut state statutes.\*

At the close of a year if a teacher is on PIA then their rating would be recorded as "on PIA". On the PIA plan there would be a record of their performance in regards to the student learning objectives, whole school measures, feedback etc. as defined and required for every teacher.

\* Nothing herein shall prevent the Administration and the HFT from counseling a teacher to leave employment with the district.

## CCT Rubric for Effective Teaching 2017 — At a Glance

| Evidence Generally Collected Through<br>In-Class Observations  | Evidence Generally Collected Through<br>Non-Classroom/Reviews of Practice   |
|--|---|
| <p style="text-align: center;"> 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"> <li>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</li> <li>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</li> <li>1c. Maximizing instructional time by effectively managing routines and transitions.</li> </ul> | <p style="text-align: center;"> 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"> <li>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.</li> <li>2b. Planning instruction to cognitively engage students in the content.</li> <li>2c. Selecting appropriate assessment strategies to monitor student progress.</li> </ul>                         |
| <p style="text-align: center;"> 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"> <li>3a. Implementing instructional content for learning.</li> <li>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</li> <li>3c. Assessing student learning, providing feedback to students and adjusting instruction.</li> </ul>  | <p style="text-align: center;"> 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"> <li>4a. Engaging in continuous professional learning to impact instruction and student learning.</li> <li>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</li> <li>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</li> </ul> |

## 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 needs<sup>2</sup> of all students.**

|   | BELOW STANDARD   | DEVELOPING   | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following:</i>   |
|---|--|--|--|---|
| <b>Attributes</b>   |  |  |  |   |
| <b>Rapport and positive social interactions</b>           | Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.                 | Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students. | Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.                   | Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills.                      |
| <b>Respect for student diversity<sup>3</sup></b>          | Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.           | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.   | Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.   | Recognizes and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.                            |
| <b>Environment supportive of intellectual risk-taking</b> | Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes. | Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.                  | Creates a learning environment in which most students are willing to take risks <sup>4</sup> and respond to questions and challenges, and feel safe to make and learn from mistakes. | Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students. |
| <b>High expectations for student learning</b>             | Establishes expectations for student learning that are too high or too low.  | Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.                            | Establishes and consistently reinforces appropriate expectations for learning for all students.  | Creates an environment in which students take responsibility for their own learning.  |

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

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

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



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

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<br><i>All characteristics of Proficient, plus one or more of the following:</i>  |
|------------|---|--|--|--|
| ATTRIBUTES | Communicating, reinforcing, and maintaining appropriate standards of behavior | Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.  | Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.                                      | Creates opportunities in which students establish and independently maintain appropriate standards of behavior.  |
|            | Promoting social competence <sup>5</sup> and responsible behavior             | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.<br><br>Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions. | Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.<br><br>Encourages students to independently use proactive strategies <sup>6</sup> and social skills and take responsibility for their actions. |

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

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

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

| <i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i><br><b>INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.<sup>7</sup></b> |  |  |  |   |   |
|---|--|--|--|---|---|
| ATTRIBUTES  | <b>BELOW STANDARD</b> <b>DEVELOPING</b> <b>PROFICIENT</b> <b>EXEMPLARY</b><br><small>All characteristics of Proficient, plus one or more of the following</small>  |  |  |   |   |
| <b>Routines and transitions appropriate to needs of students</b>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">                     Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.                 </td> <td style="width: 25%; padding: 5px;">                     Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.                 </td> <td style="width: 25%; padding: 5px;">                     Establishes and manages routines and transitions resulting in maximized instructional time.                 </td> <td style="width: 25%; padding: 5px;">                     Establishes an environment in which students independently facilitate routines and transitions.                 </td> </tr> </table> | Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time. | Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time. | Establishes and manages routines and transitions resulting in maximized instructional time. | Establishes an environment in which students independently facilitate routines and transitions. |
| Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.  | Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.   | Establishes and manages routines and transitions resulting in maximized instructional time.                                | Establishes an environment in which students independently facilitate routines and transitions.                |   |   |

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

## Domain 2: Planning for Active Learning

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*  
**INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge<sup>8</sup> for all students.**

|  | BELOW STANDARD   | DEVELOPING   | PROFICIENT  | EXEMPLARY<br><small>All characteristics of Proficient,<br/>plus one or more of the following:</small>  |
|--|--|--|---|--|
| <b>ATTRIBUTES</b>  | <p>Plans content that is misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.<sup>9</sup></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 instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.</p> | <p>Plans content that partially addresses Connecticut Core Standards and/or other appropriate content standards.</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 Connecticut Core Standards and/or other appropriate content standards.</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> |
| <p><b>Content of lesson plan<sup>8</sup> is aligned with standards</b></p> <p><b>Logical sequence of lessons at an appropriate level of challenge</b></p> <p><b>Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs</b></p> <p><b>Literacy strategies<sup>11</sup></b></p> |  |  |   |  |

**Underlined text** reflects Connecticut Core Standards connections.

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

**Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real world]. **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:<br>INDICATOR 2b: Planning instruction to cognitively engage students in the content. |   |   |  |  |
|---|---|---|--|--|
|   | BELOW STANDARD  | DEVELOPING  | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient,<br/>plus one or more of the following:</i>  |
| <p><b>Strategies, tasks and questions cognitively engage students</b></p>   | <p>Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement<sup>13</sup> through <u>problem-solving, critical or creative thinking, discourse<sup>14</sup> or inquiry-based learning<sup>14</sup> and application to other situations.</u></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 instructional strategies, tasks, and questions that promote student cognitive engagement.</p>                      | <p>Selects or designs plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p> |
| <p><b>Instructional resources<sup>15</sup> and flexible groupings<sup>16</sup> support cognitive engagement and new learning</b></p>  | <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>   | <p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>   | <p>Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.</p> | <p>Selects or designs resources that support students' application of concepts and/or skills in other contexts.</p>                        |

### ATTRIBUTES

Underlined text reflects Connecticut Core Standards connections.

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations

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

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

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

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

## Domain 2: Planning for Active Learning

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

**INDICATOR 2c: Selecting appropriate assessment strategies<sup>17</sup> to monitor student progress.**

|   | BELOW STANDARD  | DEVELOPING   | PROFICIENT   | EXEMPLARY<br><small>All characteristics of Proficient,<br/>plus one or more of the following:</small>                    |
|---|---|--|--|--|
| <b>Criteria for student success</b>           | 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.         |
| <b>Ongoing assessment of student learning</b> | 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. |
| <b>ATTRIBUTES</b>                             |   |  |  |  |

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

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

## Domain 3: Instruction for Active Learning

| Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:<br>INDICATOR 3a: Implementing instructional content <sup>18</sup> for learning. |   | DEVELOPING   | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient,<br/>plus one or more of the following.</i>   |
|---|---|--|--|---|
| <b>ATTRIBUTES</b>   | <b>Instructional purpose</b>                      | Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.            | Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification. | Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction. |
|   | <b>Content accuracy</b>                           | Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding. | Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.  | Effectively uses content-specific language that extends student understanding.  |
|   | <b>Content progression and level of challenge</b> | Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.          | Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.   | Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.                            |
|   | <b>Literacy strategies<sup>19</sup></b>           | Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.  | Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.   | Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.   |
|   |   |  |  | Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.  |
|   |   |  |  | Provides opportunities for students to independently select and apply literacy strategies.  |

**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

| <p>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:<br/> <b>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</b></p> |   | DEVELOPING  | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following:</i>  |
|--|---|---|---|--|
| <b>ATTRIBUTES</b>  | <b>BELOW STANDARD</b>   | <b>DEVELOPING</b>   | <b>PROFICIENT</b>   | <b>EXEMPLARY</b>   |
| <p><b>Strategies, tasks and questions</b></p>  | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Includes opportunities for students to generate their own questions and problem-solving strategies, and synthesize and communicate information.</p> |
| <p><b>Instructional resources<sup>20</sup> and flexible groupings</b></p>  | <p>Uses resources and/or groupings that do not cognitively engage students or support new learning.</p>   | <p>Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.</p>   | <p>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.</p>   | <p>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</p>                          |
| <p><b>Student responsibility and independence</b></p>  | <p>Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.</p>                                | <p>Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.</p>   | <p>Implements instruction that provides multiple opportunities for students to develop independence as learners.</p>  | <p>Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.</p>                          |

Underlined text reflects Connecticut Core Standards connections.

<sup>20</sup> **Instructional resources:** includes, but are not limited to textbooks, books, supplementary reading audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, and information resources, periodicals, newspapers, charts, programs, online and electronic 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. . . . resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, for educational purposes. . . .

## Domain 3: Instruction for Active Learning

*Teachers implement instruction 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<br><i>All characteristics of Proficient,<br/>plus one or more of the following:</i>  |
|-------------------|---|--|---|---|--|
| <b>ATTRIBUTES</b> | <b>Criteria for student success</b>           | 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.                               |
|                   | <b>Ongoing monitoring of student learning</b> | 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.  |
|                   | <b>Feedback<sup>21</sup> to students</b>      | 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. |
|                   | <b>Instructional adjustment<sup>22</sup></b>  | 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:<br><b>INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.</b> |   |
|--|---|
| ATTRIBUTES   | <b>BELOW STANDARD</b> <b>DEVELOPING</b> <b>PROFICIENT</b> <b>EXEMPLARY</b><br><small>All characteristics of Proficient, plus one or more of the following</small>   |
| <b>Teacher self-evaluation and reflection and impact on student learning</b>   | <p><b>BELOW STANDARD</b><br/>Insufficiently reflects on/analyzes practice and impact on student learning.</p> <p><b>DEVELOPING</b><br/>Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.</p> <p><b>PROFICIENT</b><br/>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><b>EXEMPLARY</b><br/>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</p> |
| <b>Response to feedback</b>  | <p><b>BELOW STANDARD</b><br/>Does not respond to supervisor or peer feedback and recommendations for improving practice.</p> <p><b>DEVELOPING</b><br/>Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.</p> <p><b>PROFICIENT</b><br/>Responds to supervisor or peer feedback and makes changes in practice based on feedback.</p> <p><b>EXEMPLARY</b><br/>Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.</p>   |
| <b>Professional learning<sup>23</sup></b>  | <p><b>BELOW STANDARD</b><br/>Does not engage in professional learning activities.</p> <p><b>DEVELOPING</b><br/>Engages in relevant professional learning but application to practice is limited.</p> <p><b>PROFICIENT</b><br/>Engages in relevant professional learning and applies new learning to practice.</p> <p><b>EXEMPLARY</b><br/>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:<br><b>INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.</b> |   | <b>BELOW STANDARD</b>  | <b>DEVELOPING</b>   | <b>PROFICIENT</b>  | <b>EXEMPLARY</b><br><i>All characteristics of Proficient, plus one or more of the following.</i>                  |
|--|---|--|---|--|---|
| <b>ATTRIBUTES</b>  | <b>Collaboration with colleagues<sup>24</sup></b> | Does not collaborate with colleagues to improve teaching and learning.   | Minimally collaborates with colleagues to improve teaching and learning.  | Collaborates with colleagues to improve teaching and learning.   | Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning. |
|  | <b>Professional responsibility and ethics</b>     | Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . <sup>25</sup> | Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.   |

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

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

## Domain 4: Professional Responsibilities and Teacher Leadership

| <i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i><br><b>INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.</b> |  |  |   |
|--|--|--|---|
| BELOW STANDARD   | DEVELOPING   | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following.</i>   |
| <b>Positive school climate</b>   | <p>Does not comply with efforts to develop and/or sustain a positive school climate.</p> <p>Limits communication with families about student academic or behavioral performance to required reports and conferences.</p> | <p>Complies with efforts to develop and/or sustain a positive school climate.</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>Leads efforts to improve and strengthen the school climate.</p>  |
| <b>Family and community engagement</b>   | <p>Limits communication with families about student academic or behavioral performance to required reports and conferences.</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> |
| <b>Culturally responsive<sup>26</sup> communications</b>   | <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>Leads efforts to enhance culturally respectful interactions with students, families and the community.</p>   |

**ATTRIBUTES**

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> <span style="color: green;">▲</span> 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> <ul style="list-style-type: none"> <li>1a. Promoting a positive learning environment that is respectful and equitable.</li> <li>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</li> <li>1c. Maximizing service delivery by effectively managing routines and transition.</li> </ul>   | <p> <span style="color: orange;">▲</span> 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> <ul style="list-style-type: none"> <li>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</li> <li>2b. Developing plans to actively engage learners in service delivery.</li> <li>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</li> </ul> |
| <p> <span style="color: blue;">▲</span> 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> <ul style="list-style-type: none"> <li>3a. Implementing service delivery for learning.</li> <li>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.</li> <li>3c. Assessing learning, providing feedback and adjusting service delivery.</li> </ul> | <p> <span style="color: orange;">▲</span> 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> <ul style="list-style-type: none"> <li>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</li> <li>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</li> <li>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</li> </ul>        |

## 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.<sup>1</sup>**

|                   | BELOW STANDARD  | DEVELOPING   | PROFICIENT   | <b>EXEMPLARY</b><br><small>All characteristics of Proficient, plus one or more of the following</small>   |
|-------------------|---|--|--|---|
| <b>ATTRIBUTES</b> | <p><b> rapport and positive social interactions</b></p> <p>Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.</p> <p><b> Respect for learner diversity<sup>2</sup></b></p> <p>Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.</p> <p><b> Environment supportive of risk-taking<sup>3</sup></b></p> <p>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.</p> <p><b> High expectations for learning</b></p> <p>Does not establish expectations for learning.</p> | <p>Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.</p> <p>Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.</p> <p>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.</p> <p>Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.</p> | <p>Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.</p> <p>Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.</p> <p>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.</p> <p>Establishes and consistently reinforces high and realistic expectations for learning/growth and development.</p> | <p>Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.</p> <p>Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.</p> <p>Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.</p> <p>Creates opportunities for learners to take responsibility for their own growth and development.</p> |

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.**

|                   | BELOW STANDARD   | DEVELOPING   | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following.</i>   |
|-------------------|--|--|---|---|
| <b>ATTRIBUTES</b> | <p><b>Communicating and reinforcing appropriate standards of behavior</b></p> <p>Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.</p>                            | <p>Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.</p>   | <p>Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.</p>                                  | <p>Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.</p>              |
|                   | <p><b>Promoting social and emotional competence<sup>4</sup></b></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>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>Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.</p> | <p>Encourages learners to independently apply proactive strategies<sup>5</sup> and social skills 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><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p><b>INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.<sup>6</sup></b></p> |   |  |
| <p><b>ATTRIBUTES</b></p> <p><b>Routines and transitions appropriate to needs of learners</b></p>   | <p><b>BELOW STANDARD</b></p>  | <p>Implements and manages routines and transitions resulting in significant loss of service delivery time.</p> |
|  | <p><b>DEVELOPING</b></p>  | <p>Implements and manages routines and transitions resulting in some loss of service delivery time.</p>        |
|  | <p><b>PROFICIENT</b></p>  | <p>Implements and manages effective routines and transitions that maximize service delivery time.</p>          |
|  | <p><b>EXEMPLARY</b><br/><small>All characteristics of Proficient, plus one or more of the following</small></p> | <p>Establishes an environment in which learners independently facilitate routines and transitions.</p>         |

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

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

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

| 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:<br><b>INDICATOR 2b: Developing plans to actively engage learners in service delivery.</b> |   |  |   |  |   |
|--|---|--|---|--|---|
|  |   | BELOW STANDARD   | DEVELOPING  | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following:</i>   |
| <b>ATTRIBUTES</b>  | <b>Strategies, tasks and questions</b>  | 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.                               |
|  | <b>Resources<sup>11</sup> and/or flexible groupings<sup>12</sup> and new learning</b> | 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: |  |   |   |   |
|--|--|---|---|---|
| <b>INDICATOR 2c: Selecting appropriate assessment strategies<sup>13</sup> to identify and plan learning targets.</b>   |  |   |   |   |
|  | <b>BELOW STANDARD</b>  | <b>DEVELOPING</b>   | <b>PROFICIENT</b>   | <b>EXEMPLARY</b><br><i>All characteristics of Proficient, plus one or more of the following:</i>  |
| <b>Attributes</b>  | <p><b>Selection of assessments and interpretation of results</b></p> <p>Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</p> <p><b>Criteria for learner success</b></p> <p>Does not identify appropriate criteria for assessing learner success.</p> <p><b>Ongoing assessment of learning</b></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> |

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 delivery<sup>14</sup> for learning.**

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

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

|   |   |  |   |   |
|---|---|--|---|---|
| <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p><b>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.</b></p> |   |  |   |   |
| <b>ATTRIBUTES</b>   | <b>BELOW STANDARD</b>   | <b>DEVELOPING</b>  | <b>PROFICIENT</b>   | <b>EXEMPLARY</b><br><small>All characteristics of Proficient, plus one or more of the following.</small>  |
|   | <p><b>Strategies, tasks and questions</b></p> <p>Uses a limited combination of tasks and questions that do not result in new and meaningful learning.</p>                             | <p>Uses a limited combination of tasks or questions that result in new and meaningful learning.</p>  | <p>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.</p> | <p>Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.</p> |
|   | <p><b>Resources and flexible groupings and new learning</b></p> <p>Limited use of available resources or groupings that do not actively engage learners and support new learning.</p> | <p>Uses available resources or groupings to actively engage learners and support some new learning.</p>  | <p>Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.</p>                                  | <p>Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.</p>  |
| <p><b>Learner responsibility and independence</b></p> <p>Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.</p>   | <p>Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.</p>   | <p>Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.</p> | <p>Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.</p>   |   |

## Domain 3: Service Delivery

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

**INDICATOR 3c: Assessing learning, providing feedback<sup>15</sup> and adjusting service delivery.**

|                   |   | BELOW STANDARD   | DEVELOPING  | PROFICIENT  | EXEMPLARY<br><small>All characteristics of Proficient, plus one or more of the following.</small>                      |
|-------------------|---|--|---|---|--|
| <b>ATTRIBUTES</b> | <b>Criteria for learner success</b>                 | 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.   |
|                   | <b>Ongoing assessment of learning</b>               | 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.                                      |
|                   | <b>Feedback to learner</b>                          | 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.                       |
|                   | <b>Adjustments to service delivery<sup>16</sup></b> | 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. |

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:<br><b>INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</b> |   |   |   |
|--|---|---|---|
| ATTRIBUTES   |   |   |   |
| BELOW STANDARD   | DEVELOPING  | PROFICIENT  | EXEMPLARY<br><small>All characteristics of Proficient,<br/>plus one or more of the following.</small>   |
| <b>Self-evaluation/ reflection</b>   | Insufficiently reflects and analyzes practice and impact on learners.   | Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice. | Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. |
| <b>Response to feedback</b>  | Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.   | Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.   | Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.  |
| <b>Professional learning<sup>17</sup></b>  | Does not engage in professional learning activities.  | Engages in required professional learning opportunities, but application of learning to practice is minimal.  | Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.  |
|  | Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. | Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.      | Facilitates professional learning with colleagues, families or community.   |

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:<br><b>INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.</b> |   |
|---|---|
| Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:<br><b>INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.</b> |   |
| ATTRIBUTES  | Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:<br><b>INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.</b> |
| BELOW STANDARD  | DEVELOPING  |
| PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following:</i>   |
| <p><b>Collaboration with colleagues<sup>18</sup></b></p> <p>Does not collaborate with colleagues to improve service delivery and learning.</p>  | <p>Collaborates with colleagues with limited impact on service delivery and learning.</p>   |
| <p><b>Professional responsibility and ethics<sup>19</sup></b></p> <p>Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i>.</p>            | <p>Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i>.</p>   |
| <p><b>Maintenance of records</b></p> <p>Records/data are incomplete, or confidential information is stored in an unsecured location.</p>  | <p>Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.</p>   |
| <p><b>Collaboration with colleagues<sup>18</sup></b></p> <p>Collaborates with colleagues to improve service delivery and learning.</p>  | <p>Collaborates with colleagues to improve service delivery and learning.</p>   |
| <p><b>Professional responsibility and ethics<sup>19</sup></b></p> <p>Consistently exhibits professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i>.</p>                        | <p>Consistently exhibits professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i>.</p>  |
| <p><b>Maintenance of records</b></p> <p>Records/data are complete, or confidential information is stored in a secured location.</p>   | <p>Records/data are complete, organized and accurate. Confidential information is stored in a secured location.</p>   |
| <p><b>Collaboration with colleagues<sup>18</sup></b></p> <p>Leads efforts to improve and strengthen the school climate.</p>   | <p>Leads efforts to improve and strengthen the school climate.</p>  |
| <p><b>Professional responsibility and ethics<sup>19</sup></b></p> <p>Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.</p>  | <p>Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.</p>  |
| <p><b>Maintenance of records</b></p> <p>Shares best practices in maintenance of records/data.</p>   | <p>Shares best practices in maintenance of records/data.</p>  |

18. Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraprofessionals. 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:<br><b>INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</b> |  |
|---|--|
| ATTRIBUTES  | BELOW STANDARD      DEVELOPING      PROFICIENT      EXEMPLARY<br><small>All characteristics of Proficient, plus one or more of the following:</small>  |
| <b>Positive school climate</b>  | <p><b>BELOW STANDARD</b><br/>Does not comply with efforts to develop and sustain a positive school climate.</p> <p><b>DEVELOPING</b><br/>Complies with efforts to develop and/or sustain a positive school climate.</p> <p><b>PROFICIENT</b><br/>Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.</p> <p><b>EXEMPLARY</b><br/>Leads efforts to improve and strengthen the school climate.</p>   |
| <b>Stakeholder<sup>20</sup> engagement</b>  | <p><b>BELOW STANDARD</b><br/>Limits communication with stakeholders to required reports and conferences.</p> <p><b>DEVELOPING</b><br/>Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.</p> <p><b>PROFICIENT</b><br/>Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.</p> <p><b>EXEMPLARY</b><br/>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.</p> |
| <b>Culturally responsive communications<sup>21</sup> with stakeholders</b>  | <p><b>BELOW STANDARD</b><br/>Demonstrates bias or lack of cultural competence in interactions with stakeholders.</p> <p><b>DEVELOPING</b><br/>Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.</p> <p><b>PROFICIENT</b><br/>Interacts with stakeholders in a culturally responsive manner.</p> <p><b>EXEMPLARY</b><br/>Leads efforts to enhance culturally responsive communications with stakeholders.</p>  |

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.



## Evidence Guides

For more information please go to the CSDE SEED website: [http://www.connecticutseed.org/?page\\_id=2567](http://www.connecticutseed.org/?page_id=2567)

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. To provide more guidance as to how the rubric continuum might look like in practice for both of the CCT rubrics, the CT Evidence Guides are a resource for teachers, service providers, mentors, observers and administrators. The guides ARE NOT intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. The CT Evidence Guides are a tool for professional development and growth as well as guiding observations. They can offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to their respective rubric.

Current evidence guides found on the CSDE SEED website include the following:

| <b>Content Area</b>            | <b>Grade level</b> | <b>Content Area</b> | <b>Grade level</b> |
|--------------------------------|--------------------|---------------------|--------------------|
| ELA                            | Grades: 3-5        | Science             | Grades: 3-5        |
| ELA                            | Grades: 6-8        | Science             | Grades: 6-8        |
| ELA                            | Grades: 9-12       | Science             | Grades: 9-12       |
| Math                           | Grades: 3-5        | Library Media       | Grades: 3-5        |
| Math                           | Grades: 6-8        | Library Media       | Grades: 6-8        |
| Math                           | Grades: 9-12       | Library Media       | Grades: 9-12       |
| Social Studies                 | Grades: 3-5        | Social Worker       | Grades: All        |
| Social Studies                 | Grades: 6-8        |                     |                    |
| Social Studies                 | Grades: 9-12       | School Counselor    | Grades: All        |
| Career and Technical Education | Grades: 6-8        | World Languages     | Grades: 6-8        |
| Career and Technical Education | Grades: 9-12       | World Languages     | Grades: 9-12       |
| Art                            | Grades: 3-5        | Early Childhood     | Grades: PK-2       |
| Art                            | Grades: 6-8        |                     |                    |
| Art                            | Grades: 9-12       | Speech and Language | Grades: All        |
| Music                          | Grades: 3-5        |                     |                    |
| Music                          | Grades: 6-8        | School Psychologist | Grades: All        |
| Music                          | Grades: 9-12       |                     |                    |

## Section I: ADMINISTRATOR EVALUATION AND DEVELOPMENT

### Purpose and Rationale

At Hartford Public Schools, every student thrives and every school is high performing because we are committed to expanding the capacity of our faculty and staff by developing leaders to lead for learning. Our evaluation process is centered on best-practices by ensuring that we are growing our leaders with timely, focused feedback that is aligned to standards. The observation process *is* professional learning as it ensures that we are intentionally having conversations around the HPS leadership competencies and the Connecticut Leader Evaluation and Support Rubric (CLR).

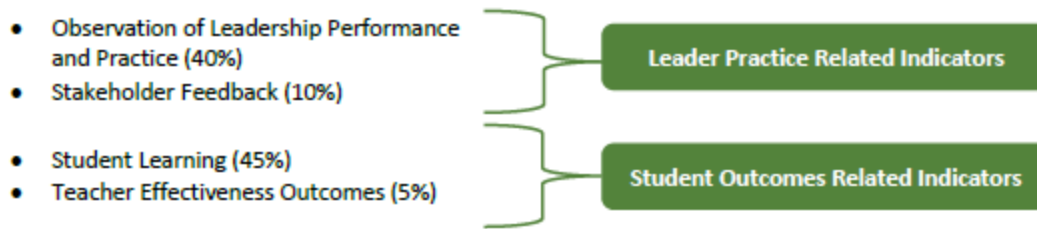
A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators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

The model describes four levels of performance for administrators and focuses on the practices and outcomes of **Effective** administrators. An *effective* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators. The model includes a *highly effective* performance level for those who exceed these characteristics, but highly effective ratings are reserved for those who could serve as a model for leaders across their district or even statewide. This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

## Section II: System Overview

### Administrator Evaluation and Support Framework

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



**1. Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

- (a) **Observation of Leadership Performance and Practice (40%)** as defined in The Connecticut Leader Evaluation and Support Rubric 2017. (Appendix A)
- (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

**2. Student Outcomes Related Indicators:** An evaluation of an administrator’s contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

- (a) **Student Learning (45%):** (a) assessed by performance and growth on locally-determined measures.
- (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of Highly Effective, Effective, Needs Improvement / Developing or Ineffective / Unsatisfactory. The performance levels are defined as:

- **Highly Effective** – Substantially exceeding indicators of performance
- **Effective** – Meeting indicators of performance
- **Needs Improvement / Developing** – Meeting some indicators of performance but not others
- **Ineffective / Unsatisfactory** – Not meeting indicators of performance

## Three Evaluation Phases

There are three evaluation phases:

- Induction and Learning (I/L) Phase
- Learning and Growth (L/G) Phase
- Intervention and Support (I/S) Phase

*Although each of these phases differ, all leadership practice indicators and student outcome related indicators as outlined above equally apply to all administrators regardless of phase placement.*

## Induction and Learning Phase (I/L)

### Purpose

The purpose of the Leadership for the Induction and Learning Phase is to provide administrators with opportunities to develop and demonstrate competence in the Connecticut Leader Evaluation and Support Rubric 2017 (CLR). During this 1 to 3 year time period, evaluators will:

- Closely supervise first-time or newly hired administrators into the Hartford Public Schools system.
- Ensure that first-time, newly hired administrators are displaying the identified criteria and evidence of CLR.
- Ensure that first-time or newly hired administrators receive the support and mentorship they need to be successful in a new leadership position.
- Reassess administrator strengths as they relate to the CLR for those who have successfully completed the Intervention and Support Phase.

### Who belongs in the I/L Phase?

The Induction and Learning Phase is a 1 to 3 year evaluation phase that includes an induction process designed to provide continuous mentoring and coaching for newly certified and practicing administrators. Beginning administrators will receive training, mentoring support and assistance in the key processes that are instrumental to administrator success in Hartford as delineated in the CLR.

Leadership development in this phase will also apply to:

- Newly hired experienced administrators new to the district.
- Administrators who have received a rating of *either needs improvement / developing or ineffective / unsatisfactory* in the previous school year.

For experienced administrators transferring to another position within the district, the Induction and Learning Phase is optional at the discretion of the evaluator.

For administrators performing at a high level in the CLR, year two and three of the I/L evaluation phase becomes optional at the discretion of the evaluator.

Each I/L administrator will participate in a comprehensive administrator orientation program that should begin prior to the start of school and should include all the critical policy, management and system information at the outset, along with an overview of the administrative professional leadership and evaluation process.

### **Site Visits & Artifact Reviews**

For the I/L Phase, there will be a minimum of four on-site observation visits and/or artifact reviews, the first to occur no later than September 30<sup>th</sup>, the second to occur no later than December 1<sup>st</sup>, the third to occur no later than March 1<sup>st</sup>, and the fourth to occur no later than June 1<sup>st</sup>. A Site Visit can be an “artifact review” which is a review of requested documents and items that are related to the administrators work and the Connecticut Leader Evaluation and Support Rubric (CLR).

Two of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other two site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process

### **Additional Site Visits**

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

### **Mentoring and Support for Beginning Administrators in the I/L Phase**

Each administrator in year one of the I/L Phase will be assigned a leadership coach. The leadership coach will provide the administrator focused support in the CLR.

Administrators in year two and three of the phase may be assigned a leadership coach at the discretion of the Office of Talent Management in consultation with the assigned evaluator.

## **Learning and Growth (L/G) Phase**

### **Purpose**

The purpose of the L/G Phase is to provide administrators with opportunities to maintain and deepen the criteria in the Connecticut Leader Evaluation and Support Rubric (CLR). During this phase evaluators will:

- Assess administrator competencies as defined in the CLR.
- Meet with his/her School/Department Accountability Team to review district goals/objectives, and to ensure alignment with school goals and objectives.
- Provide opportunities for continuous professional growth.
- Encourage risk-taking, creativity and innovation.
- Create an environment in which administrators are reflective about their work.
- Provide opportunities for mentoring and collaborative work with other administrators, sharing staff/student work and best practices.

### **Who belongs in the L/G Phase?**

The L/G Phase is for administrators who have demonstrated competency as measured by the CLR.

This phase encourages collaboration, innovation, professional responsibility, peer support, academic contributions to school/staff/student growth all in the spirit of improved student learning. Administrators in the L/G Phase are encouraged to:

- Share their work with their colleagues.
- Take on new leadership opportunities.
- Become mentors to new administrators.
- Explore research options that will contribute to improved student learning.
- Contribute to the HPS professional learning community.
- Become a reflective administrator practitioner.

### **Site Visits & Artifact Reviews**

For the L/G Phase, there will be a minimum of two on-site observation visits, the first to occur no later than December 1<sup>st</sup>, the second to occur no later than March 1<sup>st</sup>. A Site Visit can be an “artifact review” which is a review of requested documents and items that are related to the administrator’s work and the CLR.

One of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

### **Additional Site Visits**

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

## **Intervention and Support (I/S) Phase**

### **Purpose**

The I/S Phase consists of close supervision for administrators who are experiencing difficulty demonstrating effectiveness with the Connecticut Leadership Rubric (CLR).

### **Who Belongs in the I/S Phase**

Administrators performing below standard may be moved to Intervention and Support at any time of the year. Assignment to this phase is for any administrator who is demonstrating a clear lack of proficiency meeting the criteria in the CLR.

For any administrator experiencing difficulty demonstrating proficiency in his/her job performance, the evaluator will document evidence of the difficulty and any attempted assistance or interventions that have been applied. The deterioration of an administrator's performance will be put in writing and discussed with the administrator. The evaluator will notify the administrator in writing. Notification of this change in phase will be given to the administrator, Office of Talent Management (OTM), and Legal and Labor.

Additionally, any administrator who is transferring from another school/department in the district and is in the I/S Phase, must successfully complete his/her Intervention and Support Plan in his/her new setting.

### **What Happens in Intervention and Support**

Administrators in Intervention and Support are in need of immediate assistance and close supervision. The areas of deficiency must be clearly articulated and a specific intervention and assistance plan must be created. Upon the initiation of this process, an administrator has 45 days to demonstrate substantial progress in the area of deficiency. An additional 45 days may be granted if enough progress warrants this extension. If an administrator successfully completes his/her intervention plan, he/she needs to be placed in the Induction and Learning Phase for close

supervision and support for an agreed upon period of time. When successful in I/L, the administrator can be placed in Learning and Growth. If an administrator is unsuccessful in Intervention and Support, the administrator will be referred to Legal and Labor for the termination process.

### **Planning Conference and Timeline**

Administrators who are moved into Intervention and Support will receive notification of this move in writing. The evaluator will schedule an initial planning conference immediately. Using the CLR, the administrator's performance will be assessed and the evaluator will establish performance criteria for areas in which improvement is needed.

Using a 45-day Improvement Plan, objectives will be identified with conditions, resources, and support necessary and available for achievement of objectives. A plan for implementing objectives will be developed with activities, evaluation criteria, and a time schedule for evaluation. The plan will include a minimum of 2 site visit observations within 45 days of placement in Intervention and Support and a pre and post conference with written feedback. If evidence of growth is documented, a 45-day extension may be granted with revised objectives (if necessary) and time schedule for re-evaluation.

### **Additional Resources and Assistance**

Administrators experiencing difficulty will be given assistance for a 45-day period, beginning no more than 10 days after entering the I/S Phase. An extension of an additional 45 days may be granted based on documentation and approved by the evaluator if there is evidence of growth. Administrators in the I/S Phase may also seek support from an executive coach.

### **Outcomes of Re-Evaluation**

At the end of the first 45-day period, the evaluator will recommend one of the following:

- A return to the Induction and Learning Phase.
- Further interventions with an extended 45-day intervention period (for a maximum of two 45 day periods in the Intervention and Support Phase).
- Counseling out (notify OTM and Legal and Labor).
- Termination (notify OTM and Legal and Labor).

If a second 45-day period is granted, at the end of the second 45-day period, the evaluator will recommend one of the following:

- A return to the Induction or Learning Phase.
- Counseling out through OTM and Legal and Labor.



- Termination (notify OTM and Legal and Labor).

## Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle allows for flexibility in implementation and lends itself well to a meaningful and doable process. The model encourages two things:

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

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

Each administrator regardless of their evaluation phase participates in the entire evaluation process.



## Process / Timelines at a Glance

| Activity  | Induction & Learning                            | Learning & Growth           |
|---|---|-----------------------------|
| District/Program/School Accountability Process & Objective Setting Process (SLO & SFO)  | July 1 <sup>st</sup> - November 1 <sup>st</sup> |                             |
| 1 <sup>st</sup> Site Observation  | By September 30 <sup>th</sup>                   | By December 1 <sup>st</sup> |
| Finalize Objectives (SLO & SFO)   | By November 1 <sup>st</sup>                     |                             |
| 2 <sup>nd</sup> Site Observation  | By December 1 <sup>st</sup>                     | By March 1 <sup>st</sup>    |
| Mid-Year Review   | By January 31 <sup>st</sup>                     |                             |
| 3 <sup>rd</sup> Site Observation  | By March 1 <sup>st</sup>                        | N/A                         |
| 4 <sup>th</sup> Site Observation  | By June 1 <sup>st</sup>                         | N/A                         |
| End of the Year Summative Evaluation Conference with Summative Rating & Scoring of SLO's & SFO  | By July 31 <sup>st</sup>                        |                             |
| Year End Evaluation Conference may need to be completed earlier than July 31 <sup>st</sup> based upon the work year of the evaluatee or other considerations. Any adjustments to the evaluation rating due to unavailable data must occur by September 15 <sup>th</sup> . |   |                             |
| If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.   |   |                             |

## Goal-Setting and Planning

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

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

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and a Stakeholder Feedback Objective (SFO) drawing on available data, the superintendent's priorities, their school accountability plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and two SFO targets related to parent and teacher feedback.

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut Leadership Rubric. While administrators are rated on all four domains, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in Domain 1 Instructional Leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the objectives and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her objectives. Together, these components – the objectives, the focus areas and the resources and supports – comprise an

individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the objectives, supports and sources of evidence to be used.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

### Plan Implementation and Evidence Collection

#### Site Visits & Artifact Reviews

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, site visits. Periodic, purposeful visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. Unlike visiting a classroom to observe a teacher, site visits to observe administrator practice can vary significantly in length and setting, and/or include a review of artifacts. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas, SLO's, SFO, and district, school, department improvement plans.

Possible sources of evidence include the following artifacts and events:

- Data Team Meetings (agenda, minutes, reports, leadership)
- Accountability/Implementation Plans (action plans, reports, implementation, communication)
- Faculty/Staff/Department Meetings (agenda, minutes, reports, presentations, leadership)
- Handbooks & Memorandums
- Newsletters & Communications (parents/families, department, staff)
- School Governance Council & PTO Meetings (agenda, minutes, reports, presentations, leadership)
- Professional Development (PD school plan, attendance, agenda, minutes, presentations, leadership)
- Teacher Evaluation/Observations (pre/post conferences, classroom observation, reports)
- PPT (IEP, agenda, minutes, leadership, process/timelines, communication)
- Leadership Meetings (membership, agenda, minutes, reports, leadership)
- Board of Education Meetings (attendance, presentation, reports)

The number of required visits depends on the evaluation phase of the administrator. As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include the required number of site visits (see I/L and L/G phase requirements). Periodic, purposeful school visits offer critical opportunities for evaluators to observe collect evidence and analyze the work of school leaders.

| Induction / Learning                               |                  |                   |  | Learning / Growth |                  |                   |  |
|--|------------------|-------------------|--|-------------------|------------------|-------------------|--|
| <i><u>SITE VISITS MAY BE DONE IN ANY ORDER</u></i> |                  |                   |  |                   |                  |                   |  |
| Site Visit   | Pre - Conference | Post - Conference | Announced (A)<br>or<br>Unannounced (U) | Site Visit        | Pre - Conference | Post - Conference | Announced (A)<br>or<br>Unannounced (U) |
| 1  | Yes              | Yes               | A                                      | 1                 | Yes              | Yes               | A                                      |
| 2  | Yes              | Yes               | A                                      | 2                 | Optional         | Yes               | A or U                                 |
| 3  | Optional         | Yes               | A or U                                 |                   |                  |                   |  |
| 4  | Optional         | Yes               | A or U                                 |                   |                  |                   |  |

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

Mid-Year Formative Review

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

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

The administrator and evaluator hold a Mid-Year Formative Conference and complete the Mid-Year Evaluation Form no later than January 31st, with explicit discussion of progress toward student learning objectives and the stakeholder feedback objective, as well as any areas of performance

related to standards of performance and practice. The administrator and the evaluator may modify the SLO and SFO at this time, if needed.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

### Year-End Reflections

At the end of the academic year, the administrator will complete all year-end reflections including the Summative Self Reflection form and those related to their SLO's and SFO.

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

### Summative Review and Rating

The administrator and evaluator meet by July 30<sup>th</sup> to discuss the administrator's self-reflections and all evidence collected over the course of the year. The evaluator completes the summative evaluation report, shares it with the administrator. An addendum written by the administrator may be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by July 30<sup>th</sup>. Should test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

## **Section III: Leadership Practice Related Indicators**

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

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

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

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

Leadership practice is described in the Connecticut Leader Evaluation and Support Rubric (CLR).

**Domain 1: Instructional Leadership**

Indicator 1.1 Shared Vision, Mission and Goals

Indicator 1.2 Curriculum, Instruction and Assessment

Indicator 1.3 Continuous Improvement

**Domain 2: Talent Management**

Indicator 2.1 Recruitment, Selection and Retention

Indicator 2.2 Professional Learning

Indicator 2.3 Observation and Performance Evaluation

**Domain 3: Organizational Systems**

Indicator 3.1 Operational Management

Indicator 3.2 Resource Management

**Domain 4: Culture and Climate**

Indicator 4.1 Family, Community and Stakeholder Engagement

Indicator 4.2 School Culture and Climate

Indicator 4.3 Equitable and Ethical Practice

All four domains contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Domain 1 Instructional Leadership** comprises approximately half of the leadership practice rating and the other three domains are equally weighted. These weightings should be consistent for all building-level administration (principals). For central office-level leaders and other administrators (assistant principals, deans, directors) who have different responsibilities that are not directly aligned to teaching and learning, the domains can be equally weighted.

In order to arrive at these ratings, administrators are measured against the Connecticut Leader Evaluation and Support Rubric (CLR) which describes leadership actions across four performance levels for each of the four domains and related indicators. The four performance levels are:

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

- **Ineffective / Unsatisfactory:** The Ineffective / Unsatisfactory Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *ineffective / unsatisfactory* to *highly effective*.

### **Arriving at a Leadership Practice Summative Rating**

Summative ratings are based on the evidence for each performance expectation in the CLR. Evaluators collect evidence and observe the administrator's leadership practice across the four domains described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet at the start of the academic year for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two site observations for any administrator on the Learning and Growth Phase and should conduct at least four school site observations for administrators who are on the Induction and Learning Phase.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward effectiveness in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss scores and evidence collected to date.



## Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Rubric (CLR) – is 10% of an administrator’s summative rating.

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

Parent, student, and teacher feedback data as solicited through the Hartford Public Schools’ (HPS) Climate and Connectedness Survey will be utilized for all building-level administrators to develop a measurable stakeholder feedback objective which include teacher and parent targets.

Administrators whose stakeholders are not reflected within the HPS School Climate and Connectedness Survey may use other district, office, department, and/or programmatic surveys. In order to minimize the burden on the district and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut Leadership Rubric (CLR), so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey’s results to incorporate into the evaluation and support model. For each administrative role, stakeholders providing feedback might include:

### **SCHOOL-BASED ADMINISTRATORS**

#### **Principals:**

All family members

All teachers and staff members

All students

#### **Assistant Principals and Deans:**

All or a subset of family members

All or a subset of teachers and staff members

All or a subset of students

### **CENTRAL OFFICE ADMINISTRATORS**

#### **Assistant Superintendents and Executive Directors:**

Principals or principal supervisors

Other direct reports

Relevant family members

#### **Leadership for Office of Academics, School Improvement,**

**Special Education Directors:**

Principals

Specific subsets of teachers

Other specialists within the district

Relevant family/community members

#### **Leadership for Offices of Finance, Human Resources and**

**Legal/Employee relations offices:**

Principals

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a grown target. This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator.

Step 1: Administrator will determine focus areas based on the survey feedback.

Step 2: Administrator will identify one stakeholder feedback objective (SFO).

Step 3: For building/program level administrators, two of the targets must incorporate specific baseline and results of the HPS’ School Climate and Connectedness Survey involving teachers and parents. The targets may address subset data of the survey adults. For central office administrators, targets may align to identified stakeholders within the survey.

Step 4: A third target is encouraged.

Step 5: Surveys are administered in the spring so that data can be disaggregated and analyzed.

Step 6: Evaluator will determine a summative rating on the stakeholder feedback objective by using the four performance level ratings outlined below.

| <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement / Developing (2)</b>   | <b>Unsatisfactory / Ineffective (1)</b>                |
|---|--|---|--|
| All or most targets were met or substantially exceeded the target(s). | Most targets were met and some indicators were within a few points of the target(s). | Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made. | Some targets met but a substantial percentage did not. |

## Section IV: Student Outcomes Related Indicators

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

Student Related Indicators includes two components:

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

### Component #3: Student Learning (45%)

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

#### Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to district/state/national standards and are strongly encouraged to align with Common Core State Standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

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

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

- Student performance on district-adopted assessments (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations, SBAC, MAP, LAS Links, SAT, PSAT).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft a school accountability plan. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (b) aligned with the school accountability plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
  - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The process' intended outcome is for the administrator and his/her evaluator to come to mutual agreement on all three SLOs. However, should their not be mutual agreement the evaluator would make the final determination.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.
- At the summative conference the administrator provides evidence and reflection regarding the SLO outcomes. The evaluator scores each SLO and then determines a student learning summative rating.

Scoring each Student Learning Objective (SLO)

|                          |   |
|--------------------------|---|
| <b>Exceeded (4)</b>      | All or most targets were met or substantially exceeded the target(s).   |
| <b>Met (3)</b>           | Most targets were met and some indicators were within a few points of the target(s).  |
| <b>Partially Met (2)</b> | Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made. |
| <b>Did Not Meet (1)</b>  | Some targets met but a substantial percentage did not.  |

Arriving at Student Learning Summative Rating

Use the provided rubric to determine the overall 45% score:

| <b>Highly Effective (4)</b>                 | <b>Effective (3)</b>                 | <b>Needs Improvement / Developing (2)</b>    | <b>Unsatisfactory / Ineffective (1)</b>                              |
|---|--------------------------------------|--|--|
| Met all 3 SLOs and exceeded at least 2 SLOs | Met 2 SLOs and partially met the 3rd | Met 1 SLO and partially met at least 1 other | Met 0 SLOs<br>OR<br>Met 1 SLO and did not meet either of the other 2 |

**Component #4: Teacher/Staff Effectiveness Outcomes (5%)**

Teacher/staff effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

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

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order

to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

For principals, the teacher effectiveness rating is calculated including all teachers assigned to the school. For assistant principals and deans, the teacher effectiveness rating is calculated including only those teachers with whom the assistant principal or dean is the evaluator.

For Central Office Administrators, the teacher/staff effectiveness rating based on the teachers/staff under their assigned role. All other administrators will be responsible for the teachers/staff they directly evaluate. For non-school based administrators: Complete a Staff Effectiveness Outcome Form to identify the sub group of staff members that will form the basis of the 5% Outcome rating.

Teachers' student learning objectives not scored by the evaluator are calculated against the teacher effectiveness percentage counting as ineffective unless the scoring of said student learning objectives is waived.

| Highly Effective (4)  | Effective (3)  | Needs Improvement / Developing (2)   | Unsatisfactory / Ineffective (1)  |
|---|--|--|---|
| 95 -100% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> with >50% rated as <i>Highly Effective</i> on the student growth portion of their evaluation | 50 - 94% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> on the student growth portion of their evaluation | 31-49% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> on the student growth portion of their evaluation | 0-30% of teachers are rated <i>Effective</i> or <i>Highly Effective</i> on the student growth portion of their evaluation |

## Section V: Summative Administrator Evaluation Rating

### Summative Scoring

Each administrator shall annually receive a summative rating in one of four levels:

- |                                   |             |
|-----------------------------------|-------------|
| 1. Highly Effective               | 3.25-4.00   |
| 2. Effective                      | 2.50-3.24   |
| 3. Needs Improvement / Developing | 1.75-2.49   |
| 4. Ineffective / Unsatisfactory   | 1.00 - 1.74 |

### Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and

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

The practice rating is based on the performance expectations of the Connecticut Leader Evaluation and Support Rubric (CLR) and the one stakeholder feedback target. Observation of administrator performance and practice counts for 40% and stakeholder feedback counts for 10% of the total rating.

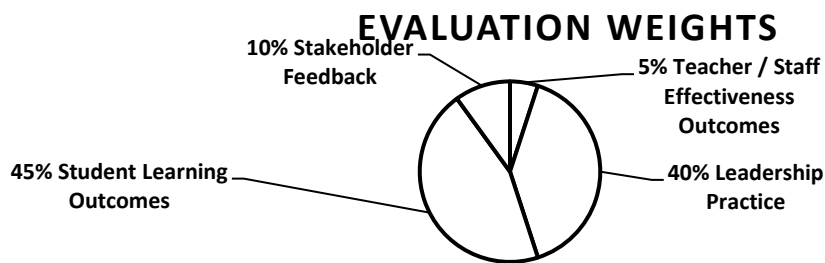
B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student objectives and teacher/staff effectiveness outcomes. Simply multiply the weights by the component scores to get the summary score points. The outcomes rating is derived from student performance and progress on the student learning objectives and teacher/staff effectiveness outcomes.

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the scores and percentage weights for each part of the summative evaluation (Leadership Practice, Stakeholder Feedback, Student Learning Outcomes, and Teacher/Staff Effectiveness Outcomes).

Summative Evaluation Rating: Administrators



Each area will be calculated in the following manner as demonstrated in the example below:

| Category                               | Focus                                    | Score (1-4) | Weight | Points (score X weight) |
|--|--|-------------|--------|-------------------------|
| Leadership Practice                    | Site Visits / Artifact Reviews           | 2.8         | 40%    | 1.12                    |
| Stakeholder Feedback                   | Stakholder Feedback Objective            | 3           | 10%    | .30                     |
| Student Learning Outcomes              | Student Learning Objectives              | 3.5         | 45%    | 1.58                    |
| Teacher / Staff Effectiveness Outcomes | Aggregate Score of Teacher / Staff SLO's | 3           | 5%     | .15                     |
| <b>Total Points</b>                    |  |             |        | <b>3.15 - Effective</b> |



## Rating Scale:

| Points             | Rating                         |
|--------------------|--------------------------------|
| 3.25 – 4.00        | Highly Effective               |
| <b>2.50 – 3.24</b> | <b>Effective</b>               |
| 1.75 – 2.49        | Developing / Needs Improvement |
| 1.00 – 1.74        | Unsatisfactory / Ineffective   |

Failure to receive a score in any category will be addressed between the evaluator and the administrator with the final determination made by the evaluator.

### Adjustment of Summative Rating

Summative ratings must be completed for all administrators by July 30 of a given school year. Should test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

### Definition of Effectiveness and Ineffectiveness

The district defines administrator effectiveness and ineffectiveness as outlined in the Summative Evaluation Rating. A teacher may be defined as effective or ineffective based solely on one or multiple years of performance. An administrator receiving a needs improvement/developing or ineffective/unsatisfactory rating will be placed on the Induction / Learning I/L Phase. The standard for achieving tenure is excellence or the potential for excellence.

### Dispute-Resolution Process

Resolution of disputes between the evaluator and administrator may be remedied through the Office of Talent Management's designee or other established practices and procedures. An administrator, who believes the process to have been implemented unfairly, may appeal the results of the process according to the rights granted through the administrator's contract. The due process rights of school administrators as regards to all procedural steps including, but not limited to meeting timelines, shall be grievable in accordance with grievance procedure in Article V and the Language in Article XIII, Section A.5 of the agreement.

### Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will participate in on-going training professional learning on the HPS Administrator Professional Leadership and Evaluation process. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations, professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

## Career Development and Growth

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

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

## Comparison of CT Leader Evaluation Rubric and CT Leader Evaluation and Support Rubric 2017

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized into four domains and renamed to capture the most essential skills of a leader.

| CT Leader Evaluation Rubric   | CT Leader Evaluation and Support Rubric 2017  |
|---|---|
| <p><b>Performance Expectation 1: Vision, Mission and Goals:</b><br/>           Element A: High Expectations for All<br/>           Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals<br/>           Element C: Continuous Improvement toward the Vision, Mission and Goals</p> <p><b>Performance Expectation 2: Teaching and Learning</b><br/>           Element A: Strong Professional Culture<br/>           Element B: Curriculum and Instruction<br/>           Element C: Assessment and Accountability</p> <p><b>Performance Expectation 3: Organizational Systems and Safety</b><br/>           Element A: Welfare and Safety of Students, Faculty and Staff<br/>           Element B: Operational Systems<br/>           Element C: Fiscal and Human Resources</p> <p><b>Performance Expectation 4: Families and Stakeholders</b><br/>           Element A: Collaboration with Families and Community Members<br/>           Element B: Community Interests and Needs<br/>           Element C: Community Resources</p> <p><b>Performance Expectation 5: Ethics and Integrity</b><br/>           Element A: Ethical and Legal Standards of the Profession<br/>           Element B: Personal Values and Beliefs<br/>           Element C: High Standards for Self and Others</p> <p><b>Performance Expectation 6: The Education System</b><br/>           Element A: Professional Influence<br/>           Element B: The Educational Policy Environment<br/>           Element C: Policy Engagement</p> | <p><b>Domain 1: Instructional Leadership</b><br/>           Indicator 1.1 Shared Vision, Mission and Goals<br/>           Indicator 1.2 Curriculum, Instruction and Assessment<br/>           Indicator 1.3 Continuous Improvement</p> <p><b>Domain 2: Talent Management</b><br/>           Indicator 2.1 Recruitment, Selection and Retention<br/>           Indicator 2.2 Professional Learning<br/>           Indicator 2.3 Observation and Performance Evaluation</p> <p><b>Domain 3: Organizational Systems</b><br/>           Indicator 3.1 Operational Management<br/>           Indicator 3.2 Resource Management</p> <p><b>Domain 4: Culture and Climate</b><br/>           Indicator 4.1 Family, Community and Stakeholder Engagement<br/>           Indicator 4.2 School Culture and Climate<br/>           Indicator 4.3 Equitable and Ethical Practice</p> |

# Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

|  |   |
|--|---|
| <p><b>Domain 1: Instructional Leadership</b></p> <p><i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</i></p> <p>1.1 <b>Shared Vision, Mission and Goals</b> — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p>1.2 <b>Curriculum, Instruction and Assessment</b> — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p>1.3 <b>Continuous Improvement</b> — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p> | <p><b>Domain 2: Talent Management</b></p> <p><i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</i></p> <p>2.1 <b>Recruitment, Selection and Retention</b> — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.</p> <p>2.2 <b>Professional Learning</b> — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.</p> <p>2.3 <b>Observation and Performance Evaluation</b> — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p>   |
| <p><b>Domain 3: Organizational Systems</b></p> <p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p> <p>3.1 <b>Operational Management</b> — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p>3.2 <b>Resource Management</b> — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>   | <p><b>Domain 4: Culture and Climate</b></p> <p><i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.</i></p> <p>4.1 <b>Family, Community and Stakeholder Engagement</b> — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <p>4.2 <b>School Culture and Climate</b> — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p>4.3 <b>Equitable and Ethical Practice</b> — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.</p> |

## Domain 1: Instructional Leadership

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

| 1.1 Shared Vision, Mission and Goals  |  |  |   |  |   |
|---|--|--|---|--|---|
| Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff. |  |  |   |  |   |
| KEY AREAS OF LEADERSHIP PRACTICE  | BELOW STANDARD   | DEVELOPING   | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following</i>  | POTENTIAL SOURCES OF EVIDENCE   |
|   | <p><b>High expectations for students</b></p> <p><b>School/District Improvement Plan (SIP/DIP)</b><br/>Plans for school and/or district may be referred to by other titles (e.g., Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement</p> <p><b>Stakeholder engagement</b></p> | <p>Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.</p> <p>Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the DIP or does not apply best practices of instruction and organization.</p> <p>Minimally engages with stakeholders about the school or district's vision, mission and goals.</p> | <p>Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.</p> <p>Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the DIP or does not fully apply best practices of instruction and organization.</p> <p>Engages stakeholders to develop, implement and sustain the school or district's vision, mission and goals.</p> | <p>Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.</p> <p>Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.</p> <p>Engages relevant stakeholders to develop, implement and sustain the school or district vision, mission and goals.</p> <p>Identifies and addresses barriers to achieving the vision, mission and goals.</p> | <p>Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.</p> <p>Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.</p> <p>Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district.</p> <p>Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.</p> |

## Domain 1: Instructional Leadership

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

| 1.2 Curriculum, Instruction and Assessment   |   |  |   |  |   |
|--|---|--|---|--|---|
| Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment |   |  |   |  |   |
| KEY AREAS OF LEADERSHIP PRACTICE   | BELOW STANDARD  | DEVELOPING   | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following.</i>   | POTENTIAL SOURCES OF EVIDENCE   |
|  | Curriculum development  | Few or no processes are established to implement and/or evaluate curriculum and instruction.   | Establishes inconsistent processes to implement and/or evaluate curriculum and instruction.                                     | Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. | Buils the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings. |
| Instructional strategies and practices   | Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students <sup>1</sup> .    | Promotes evidence-based instructional strategies and practices that address the diverse needs of students.   | Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.           | Buils the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.                               |   |
| Assessment practices   | Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions. | Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions. | Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions. | Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.   |   |

1. Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.

## Domain 1: Instructional Leadership

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

| Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps. |                             | 1.3 Continuous Improvement   |   |   |  |   |
|--|-----------------------------|--|---|---|--|---|
|  |                             | BELOW STANDARD   | DEVELOPING  | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following:</i>   | POTENTIAL SOURCES OF EVIDENCE   |
| KEY AREAS OF LEADERSHIP PRACTICE   | Data-driven decision-making | Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs.                              | Uses some data to guide ongoing decision-making to address student and/or adult learning needs.     | Analyzes varied sources of data <sup>2</sup> about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals. | Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.                                     | <ul style="list-style-type: none"> <li>School or district improvement plan</li> <li>Leadership team agendas, minutes, observations</li> <li>Faculty or departmental meeting agendas, minutes, observations</li> <li>Professional development plan</li> <li>Data team schedule, processes and minutes</li> <li>Data team agendas, minutes, observations</li> <li>Educator evaluation data, including informal or formal observations</li> <li>Student intervention data</li> <li>Parent group agenda, minutes, observations</li> <li>School governance council agendas, minutes, observations</li> </ul> |
|  | Analysis of instruction     | Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students. | Guides individual staff to examine and adjust instruction to meet the diverse needs of students.    | Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.  | Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes. |   |
|  | Solution-focused leadership | Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.                | Attempts to solve schoolwide or districtwide challenges related to student success and achievement. | Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.   | Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.   |   |

2. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.

## Domain 2: Talent Management

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

| 2.1 Recruitment, Selection and Retention  |   |  |  |   |  |
|---|---|--|--|---|--|
| Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals. |   |  |  |   |  |
| KEY AREAS OF LEADERSHIP PRACTICE  | BELOW STANDARD  | DEVELOPING   | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following</i>  | POTENTIAL SOURCES OF EVIDENCE  |
|   | Recruitment, selection and retention practices <sup>3</sup>   | Does not have or apply recruitment, selection and retention strategy or provide support for retention.   | Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school's or district's vision, mission and goals.                                | Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures. | Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures. |
| Evidence-based personnel decisions  | Does not consider evidence as a requirement for recruitment, selection and/or retention decisions.                      | Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions.                    | Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions. | Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.  |  |
| Cultivation of positive, trusting staff relationships   | Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention. | Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff. | Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.   | Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.   |  |
| Supporting early career teachers  | Provides little or no support for early career teachers.  | Identifies general needs and provides inconsistent support to meet the general needs of early career teachers.                                       | Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.   | Builds capacity of staff to provide high-quality, differentiated support for early career teachers.   |  |

3. If responsibilities do not include directly recruiting and selecting, then emphasize support for retention.



## Domain 2: Talent Management

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

|   |  | 2.2 Professional Learning  |  |  |  |  |
|---|--|--|--|--|--|--|
| Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals. |  | BELOW STANDARD   | DEVELOPING   | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following</i>  | POTENTIAL SOURCES OF EVIDENCE  |
| KEY AREAS OF LEADERSHIP PRACTICE  | Professional learning system                     | Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice. | Establishes or supports professional learning opportunities that address individuals' needs to improve practice.   | Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals. | Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.   | <ul style="list-style-type: none"> <li>School or district improvement plans</li> <li>Leadership team agendas, minutes, observations</li> <li>Professional learning plan</li> <li>Professional learning survey or feedback</li> <li>Educator evaluation data</li> </ul> |
|   | Reflective practice and professional growth      | Does not use evidence to promote reflection or determine professional development needs.                                     | In some instances, uses limited evidence that may or may not promote reflection to determine professional development needs and provide professional learning opportunities. | Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.            | Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.   |  |
|   | Resources for high-quality professional learning | Provides minimal support, time or resources for professional learning.   | Provides limited conditions, including support, time or resources for professional learning that lead to some improvement in practice.                                       | Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.  | Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction. |  |

## Domain 2: Talent Management

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

| 2.3 Observation and Performance Evaluation<br>Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning. |   |   |   |   |  |
|--|---|---|---|---|--|
| KEY AREAS OF LEADERSHIP PRACTICE   | BELOW STANDARD  | DEVELOPING  | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following</i>   | POTENTIAL SOURCES OF EVIDENCE  |
|  | <p><b>Evidence-based evaluation strategies</b></p> <p><b>Feedback</b></p> | <p>Evaluates staff using evidence that is not aligned with educator performance standards.</p> <p>Provides inappropriate or inaccurate feedback, or fails to provide feedback.</p> <p>Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.</p> | <p>Evaluates staff using evidence such as observation, review of artifacts, collegial dialogue or student-learning data that is minimally aligned to educator performance standards, which may result in improved teaching and learning.</p> <p>Provides ambiguous or untimely feedback that may not be actionable.</p> <p>Participates in some difficult conversations with staff, only when prompted.</p> | <p>Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.</p> <p>Regularly provides clear, timely and actionable feedback based on evidence.</p> <p>Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.</p> | <p>Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.</p> <p>Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.</p> |

## Domain 3: Organizational Systems

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

| 3.1 Operational Management<br>Strategically aligns organizational systems <sup>4</sup> and resources to support student achievement and school improvement. |  |  |  |  |  |
|---|--|--|--|--|--|
| KEY AREAS OF LEADERSHIP PRACTICE  | BELOW STANDARD   | DEVELOPING   | PROFICIENT   | EXEMPLARY<br><i>All characteristics or Proficient plus one or more of the following.</i>   | POTENTIAL SOURCES OF EVIDENCE  |
|   | Organizational systems   | There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.                                       | Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.  | Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.   | Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district. |
| School site safety and security   | Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.  | Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.  | Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant. | Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.   |  |
| Communication and data systems  | Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information. Fails to communicate information or data. Fails to develop and/or monitor staff with regard to data and/or progress monitoring over time. | Develops communication and data systems that provide information but is not always timely and/or accurate in doing so. Inconsistently develops and/or monitors the capacity of staff to document, monitor, and access student learning progress over time. | Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.  | Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems. |  |

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

## Domain 3: Organizational Systems

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

| 3.2 Resource Management  |  |   |  |  |  |
|--|--|---|--|--|--|
| Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning. |  |   |  |  |  |
| KEY AREAS OF LEADERSHIP PRACTICE   | BELOW STANDARD   | DEVELOPING  | PROFICIENT   | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following</i>  | POTENTIAL SOURCES OF EVIDENCE  |
|  | Budgeting  | Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations. | Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations. | Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible. | Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.<br>Advocates for financial resources for the betterment of school or district. |
| Securing resources to support vision, mission and goals  | Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district's vision, mission and goals. | Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.            | Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.          | Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.   |  |
| Resource allocation  | Allocates resources in ways that do not promote educational equity <sup>a</sup> for diverse student, family and staff needs.                                   | Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.                           | Allocates resources to ensure educational equity for all diverse student, family and staff needs.  | Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.  |  |

5. Educational equity: providing equitable resources to meet diverse student, family and staff needs

## Domain 4: Culture and Climate

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

| 4.1 Family, Community and Stakeholder Engagement   |   |   |   |  |   |
|--|---|---|---|--|---|
| Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district. |   |   |   |  |   |
|  | BELOW STANDARD  | DEVELOPING  | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient, plus one or more of the following</i>   | POTENTIAL SOURCES OF EVIDENCE   |
| <b>Communications</b>  | Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders. | Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.                                      | Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.  | Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors. | <ul style="list-style-type: none"> <li>Communications (including social media, website, newsletters, public appearances, etc.)</li> <li>Feedback from climate survey</li> <li>Parent group agenda, minutes, observations</li> <li>Committee membership</li> <li>Participation in community groups (Rotary, Lions Club, etc.)</li> <li>Participation in professional organizations</li> <li>Community groups (United Way, etc.)</li> <li>School or district improvement plan</li> <li>Family resource centers or outreach programs</li> <li>School or district community collaborations</li> <li>Use and organization of community or parent volunteers</li> <li>Data on parental involvement</li> <li>PBIS implementation</li> <li>Parent handbook</li> <li>Use of interdistrict resources and professional learning cooperative designs</li> </ul> |
| <b>Inclusive decision-making</b>   | Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.                    | Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.                        | Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning. | Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.            |   |
| <b>Relationship building</b>   | Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.             | Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues. | Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.                                      | Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.   |   |
| <b>Cultural competence<sup>a</sup> and community diversity</b>   | Demonstrates limited awareness of cultural competence and community diversity as an educational asset.  | Identifies some connections between cultural competence and community diversity that strengthen educational programs.                           | Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.  | Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.                                     |   |

6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student.

Cultural competence encompasses:

- An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community.

## Domain 4: Culture and Climate

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

| 4.2 School Culture and Climate  |                                      |  |   |   |  |  |
|---|--------------------------------------|--|---|---|--|--|
| Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. |                                      |  |   |   |  |  |
|   |                                      | BELOW STANDARD   | DEVELOPING  | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following</i>  | POTENTIAL SOURCES OF EVIDENCE  |
| KEY AREAS OF LEADERSHIP PRACTICE  | Student conduct                      | Establishes limited or unclear expectations for student conduct, provides unclear communication about expectations, and/or displays inconsistent implementation of standards of conduct. | Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students. | Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations. | Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.                                    | <ul style="list-style-type: none"> <li>Discipline data</li> <li>Student surveys</li> <li>Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.)</li> <li>Faculty or departmental meeting agendas, minutes, observations</li> <li>Observations of faculty</li> <li>Social media</li> <li>Educator evaluation data (professional responsibilities)</li> <li>Parent surveys</li> <li>Participation in parent meetings or school events</li> <li>Records of safety issues</li> <li>Collaboration with police and fire departments (minutes from meetings)</li> <li>Procedure manuals</li> <li>Emergency management drills</li> <li>Communication with parents and families</li> <li>Safe school climate committees</li> <li>Contingency plans</li> </ul> |
|   | Professional conduct                 | Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Administrators.      | Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Administrators.  | Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.   | Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators. |  |
|   | Positive school climate for learning | Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.                                  | Maintains a school climate focused on learning and the personal well-being of students.   | Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.  | Supports ongoing collaboration with staff and community to strengthen a positive school climate.   |  |

## Domain 4: Culture and Climate

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

| 4.3 Equitable and Ethical Practice  |  |   |  |   |   |  |
|---|--|---|--|---|---|--|
| Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community. |  |   |  |   |   |  |
|   |  | BELOW STANDARD  | DEVELOPING   | PROFICIENT  | EXEMPLARY<br><i>All characteristics of Proficient plus one or more of the following</i>   | POTENTIAL SOURCES OF EVIDENCE  |
| KEY AREAS OF LEADERSHIP PRACTICE  | Professional Responsibility and Ethics         | Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. | Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Connecticut Code of Professional Responsibility for School Administrators, but may fail to apply it consistently. | Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. | Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness. | <ul style="list-style-type: none"> <li>Transparency of policies and procedures</li> <li>Leadership team agendas, minutes, observations</li> <li>Professional organizations or memberships</li> <li>Feedback from colleagues, parents, community members</li> <li>Educator evaluation data (professional responsibilities)</li> <li>Faculty or staff handbook</li> <li>Faculty or departmental meeting agendas, minutes, observations</li> <li>Professional development</li> <li>Use of technology</li> <li>Technology plan or acceptable use policy</li> <li>Social media efforts</li> </ul> |
|   | Equity, cultural competence and social justice | Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.             | Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate.  | Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.  | Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.                             |  |
|   | Ethical use of technology                      | Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.                                       | Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school's vision, mission and goals.  | Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.                       | Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals.                                      | Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.   |