



TORRINGTON PUBLIC SCHOOLS

Educator Evaluation and Development Plan 2018-2019

Torrington Public Schools

Professional Development and Evaluation Plan

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

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Section 1

Introduction and Guiding Assumptions

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

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

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

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

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

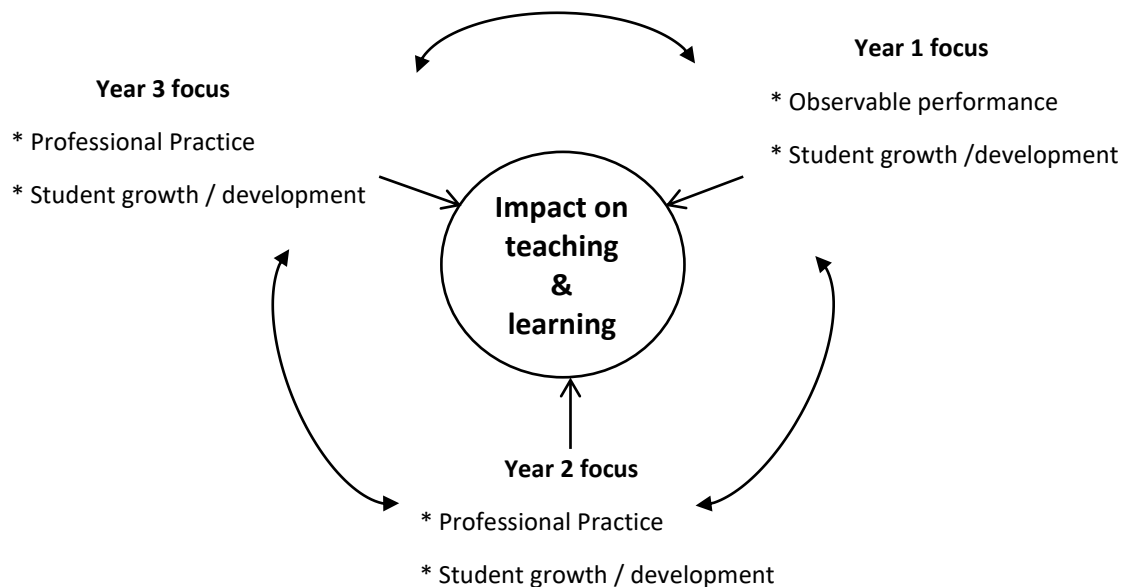
SECTION 2

EVALUATION SYSTEM OVERVIEW

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

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

The Torrington Public Schools will incorporate these elements into a 3-year cyclical professional growth and evaluation model for Accomplished, Exemplary Year 3 and 4 teachers, and all other tenure teachers which will be described in the remainder of this document.



SECTION 3.**ORIENTATION PROGRAMS**

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

SECTION 4.**TRAINING FOR ALL EDUCATORS**

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

Training component		Evaluators	Teachers
1.	Understanding teaching standards	ongoing	ongoing
2.	Using data to determine learning needs & write student goals and select indicators of growth & development; Developing professional learning plans	2-3 hours	2-3 hours
3.	Selecting and analyzing classroom observation data methods	3-4 hours	2 hours
4.	Examining, analyzing, & synthesizing data from multiple sources	8 hours	3-5 hours
5.	Calibrating observations and Evaluation ratings	8 hours	2 hours
6.	Providing high quality, reflective feedback	4-6 hours	2-4 hours
7.	Discussing the planning for student needs, lessons, groups, etc.	2-4 hours	2-4 hours
TOTAL HOURS		27-33 hours	13-20 hours

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

Training for teachers will be offered on a flexible schedule, with sessions during the summer, on district professional development days during the first year of implementation, and during staff meetings.

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

Section 5.

FOUR-LEVEL RATING SYSTEM

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

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

*For State reporting the term “proficient” will be used.

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

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

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

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

Section 6

Timeline

6.1 *Track A Teachers*

	Track A- Year 1,2, TEAM, Developing, Below Standard, new to district	Form used
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date	Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	By November 1	Teacher completes Theory of Action plan for Instructional Goals and Theory of Action plan for Family Engagement and Student Feedback on Engagement
Formal Observation (Year 1,2, developing, below standard teachers, TEAM, new to district) – Minimum of three (3) formal in-class observations (minimum 30 minutes in length) 2 of 3 must include a pre-conference and all must include a post-conference.	1 st -by November 30 2 nd -by January 15 3 rd -by March 15	Evaluator completes Formal Observation form
Informal Observation (Year 1,2, developing and below standard)- minimum of one (1) (minimum 15 minutes in length)	As determined by evaluator	Evaluator completes Informal Observation form
Review of Practice (PLC facilitation, committee work, presentations, Powerpoint presentations, leadership roles, etc.)	At mid-year conference or by summative conference	Teacher will bring evidence to conference
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-February 1	Bring Theory of Action Plans
Contract renewal meeting	By April 15	Evaluator completes Contract Renewal Document
Theory of Action Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference	By April 15	Theory of Action Plans and Reflection and evidence
Summative rating	No later than 5 school days after summative conference	Evaluator completes summative rating and provides it to teacher

Track B Teachers

	Track B- Accomplished, Exemplary (will include Year 3 and 4 Non-tenured teachers)	Form used
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date	Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	By November 1	Teacher completes Theory of Action plan for Instructional Goals and Theory of Action plan for Family Engagement and Student Feedback on Engagement
Formal Observation (Cycle Year 1)- Minimum of one (1) formal in-class observation (minimum 30 minutes in length) with pre- and post-observation conferences	By May 15	Evaluator completes Formal Observation form
Informal Observation (Cycle year 2 and 3) -- Minimum of three (3) Informal in-class observations (minimum 15 minutes in length)	By May 15	Evaluator completes Informal Observation form
Review of Practice (PLC, committee work, presentations) through observation or meeting with evaluator to discuss	At mid-year conference or summative conference	Teacher will bring evidence to conference
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-March 1	Bring Theory of Action Plans
Contract renewal	By the last day of school	Evaluator completes Contract Renewal Document
Theory of Action Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference	No later than 10 school days prior to the last student day	Theory of Action Plans and Reflection and evidence
Summative rating	No later than 5 school days after summative conference	Evaluator completes summative rating and provides it to teacher

6.2 *Goal setting conference*

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

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

By November 1st, the teacher and evaluator will have a record of the decisions on these items, and any other appropriate forms completed, put into the teacher's evaluation file via the district data management system.

6.3 *Mid-year check-in*

The mid-year check-in is the formal opportunity for the teacher and evaluator to review and discuss the students' and teacher's progress to date, as it relates to the teacher's performance focus area and the student goal that was set. The teacher and evaluator will bring evidence collected to that point to the conference for discussion. At this time, any decision to adjust the focus area or indicators, their criteria for success, and/or evidence that will be used in the evaluation may be made and recorded in the teacher's evaluation file. During the mid-year check-in, the teacher and evaluator will collaboratively review the Theory of Action Plans, make any necessary adjustments, sign, and the evaluator will enter it into the teacher's evaluation file via the district data management system.

6.4 *Summative conference*

The summative conference gives the teacher and evaluator an opportunity to review and discuss the students' and teacher's progress over the course of the year and talk about the teacher's professional growth plan for the following year. Summative conferences will take place according to the Timeline in section 4. Both the teacher and evaluator will prepare for the conference by reviewing the evidence collected that pertains to the teacher's performance focus area and the students' progress related to the growth goal. During the conference, they'll share and discuss the evidence and links among it, review the data gathered from the student engagement and parent/peer feedback components of evaluation, and the teacher's tentative summative evaluation ratings. The teacher must be notified of the final summative rating no later than 5 school days after the conference. The final evaluation report must be written and sent to the teacher according to the Timeline in section 4.

DETERMINING A TEACHER'S PRACTICE RATING

SECTION 7.1

OBSERVATIONS OF PERFORMANCE AND PRACTICE IN TEACHER EVALUATION

7.1 (a) *General Information*

The *CT Guidelines for Educator Evaluation* require that teacher evaluations encompass data from four categories, including observation of performance and practice, and that a certain number of in-class observations take place for each teacher each year. The manner in which Torrington Public Schools will meet these requirements is described in this section.

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

Track A – First and second year teachers non-tenured; teachers in TEAM; teachers rated Developing or Below Standard; experienced teachers who are new to the district, having come from another district or out of state (teachers will stay in Track A for two years).

Track B – Teachers who have been designated as Accomplished ("Proficient" per state reporting terms) Exemplary (including year 3 and 4 for Non-Tenured Teachers); teachers in this category will be placed into year 1, 2, or 3 in the evaluation cycle. For the 2015-2016 school year teachers will remain in the established year of their cycle; exceptions will be mutually agreed upon by the teacher and evaluator.

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

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

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

Teachers in Track B will have at least one formal, in-class observation no less frequently than every three years (known as Year 1 of the 3-year evaluation cycle). The indicator(s)/domain(s) that will be the focus of the formal observation will be mutually agreed upon by the teacher and evaluator during the goal-setting conference in the fall.

Teachers and evaluators may include more informal or formal, in-class observations, if they mutually agree to do so, or if the evaluator feels additional observations are necessary. The number of observations will be appropriate to the teacher's needs and/or assistance plan (for teachers with a Developing or Below Standard evaluation rating).

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

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

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

7.1 (c) *Informal, in-class observations (15 minutes)*

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

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

An informal observation of a teacher in Track B gives the evaluator the opportunity to get and/or maintain the 'big picture' of a teacher's performance in the classroom to determine whether or not the evaluator sees changes in the teacher's practice that would warrant doing a formal observation for deeper analysis.

During an informal observation, which will last approximately 15 minutes, the evaluator is expected to provide feedback, which will indicate whether or not the evaluator will conduct a follow-up formal observation.

Each informal, in-class observation will lead to written feedback given to the teacher within five school days, but no more than one calendar week, after the observation. The evaluator will use the Informal Observation Form; a copy will be given to the teacher, and a copy will be placed in the teacher's evaluation file via the district data management system.

7.1 (d) *General provisions regarding all in-class observations*

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

All formal observations will be announced; informal observations will be unannounced. Evidence collected by the evaluator during any formal observation will become part of the teacher's evaluation file. The evaluator will complete the Informal Observation Form designating whether or not there is need for a formal observation; however, no evidence collection is expected to occur during an informal observation.

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

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

7.1 (e) *Determining evaluation ratings for observations*

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

For all teachers in Track B, all formal and informal in-class observations will be 40% of the teacher’s summative evaluation based on CCT Domains 1-4. An informal observation of a teacher in Track B gives the evaluator the opportunity to get and/or maintain the ‘big picture’ of a teacher’s performance in the classroom to determine whether or not the evaluator sees changes in the teacher’s practice that would warrant a need for a formal observation which would be used for rating adjustments. All formal, in-class observation ratings will be based on concrete evidence collected by the evaluator, analyzed, synthesized, and viewed holistically. During the formal observation post-conference, the evaluator and teacher will discuss how the evidence collected aligns with the indicators from Domains 1 - 4 of the CCT rubric that were identified as the focus of the observation.

During a formal post observation conference or informal post observation meeting, the teacher and evaluator can choose to note the preliminary observation rating on the CCT domain rubric. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative observation rating might be different.

At the end of the year, the evaluator will collectively review all of the observation evidence and any preliminary ratings given for any indicators or domain, noting changes in performance, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the summative conference. The overall rating will be determined based on the preponderance of evidence. An example is shown below.

Domain 1 : Classroom Environment				
	Below Standard	Developing	Accomplished	Exemplary
a. Respect, rapport	jekdlc	cjeokl	mapehb	zeipaq
b. Culture for lng	kloepmn	gurxnv	bswpos	aopelkm
c. Clsm. Procds.	jhqipem	dlfjfdjer	aweoup	zjealjfd
d. Std. 13ehave.	Adjfafjeru	ertuader	cjadclja	ajerjladf
e. Phys. Space	gdfhaqua	zdadcvner	dfernene	ccherjajd

Domain 3 : Instruction				
	Below Standard	Developing	Accomplished	Exemplary
a. Comm. w stdts.	Afhdahf	cdahrejn	chfrtjen	lpwejen
b. Ques & discus.	Jcjrernn	qqadner	celrjern	cadernnn
c. Std. Engmt.	Jgrtwnn	ajerjladf	aweoup	gdfhaqua
d. Assmt in instcn.	Laadjkerjn	ciernndf	erpeiwoe	chazzxjer
e. Flex. & respnsv.	Cvdrennn	pqieqndf	asadfer	Mnlkern

In an example such as this, the preponderance of evidence indicates that the teacher’s overall performance is at the ‘Accomplished’ level. All materials used in determining the teacher’s rating will become part of the teacher’s evaluation file.

7.1 (f) *Reviews of practice*

All teachers will participate in a minimum of one review of practice each year with their evaluators, and may mutually agree with their evaluators to participate in additional reviews. To assure that they receive the attention deserved, a review of practice may not take place on the last day of school before a holiday/vacation break, unless a teacher so desires, and may not take place within the last two weeks of the school year.

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

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

7.1 (g) *Determining evaluation ratings for reviews of practice*

Reviews of practice for teachers in Track B will be part of the 40% of the teacher's summative evaluation. This rating will be based on concrete evidence collected by teacher and presented to the evaluator, and collaboratively analyzed, synthesized, and viewed holistically. During the review, the evaluator and teacher will discuss how the evidence collected aligns with the indicators from the rubric that were mutually agreed upon in the goal-setting conference.

The teacher and evaluator can choose to note the preliminary review of practice rating on the rubric at the time, for either each indicator for CCT domains 2 and 4. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative rating might be different.

At the end of the year, the evaluator will collectively review all of the evidence and any preliminary ratings given for any indicators or domain, noting changes, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the summative conference. The overall evaluation rating for reviews of practice will be based on the preponderance of evidence. The teacher and evaluator will each be responsible for entering the evidence they collected for the review of practice into the teacher's evaluation file via the district data management system.

7.1 (h) *Determining an overall evaluation rating for teacher performance and practice*

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

DETERMINING A TEACHER'S OUTCOMES RATING

SECTION 8.1 *USING MULTIPLE INDICATORS OF STUDENT ACADEMIC GROWTH AND DEVELOPMENT*

8.1 (a) GENERAL INFORMATION

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

For all classroom teachers

1. Teachers will set one goal for student growth and development; teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many goals will be set over the course of the year.
2. At least one non-standardized indicator (22.5%) must be used to show student growth over time. The teacher and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the teacher and evaluator may mutually agree to include one standardized indicator other than the state test.
4. All standardized assessments used must include interim assessments that align with the standardized assessment and be administered over time. Data from standardized assessments must be compared and analyzed collectively to determine student growth.

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

For support specialists

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

1. Specialists will set one goal that reflects the instruction or support they provide, as allowed by their area of certification and based on the specialist's assigned role and responsibilities.
2. At least one non-standardized indicator (22.5%) must be used to show growth over time. The specialist and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the specialist and evaluator may mutually agree to include one standardized indicator, if appropriate.
4. All indicators used must be appropriate for the goal and must align with the specialist's area of certification.

8.1 (b) DETERMINING multiple indicators of student academic growth and development

In the Torrington Professional Development and Evaluation Plan, teachers or specialists and their evaluators will work collaboratively to determine an appropriate mix of indicators to use in the evaluation process. Teachers or specialists and their evaluators will mutually agree on one student goal for growth and development; all goals will be appropriate for the teacher or specialist grade and subject area, or position and role within the school. Goals will be based on an

analysis of data from multiple sources mutually agree upon at the goal setting conference and include standardized assessments when appropriate. The following definitions and uses of standardized and non-standardized indicators, and evidence will guide the selection process:

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

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

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

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

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

8.1 (c) *Process for setting goals and selecting indicators and evidence*

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

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

1. Examine the data the teacher/specialist has gathered about student learning/growth needs, and the draft of the teacher/specialist's student goal for growth and development; come to mutual agreement on the student goal;
2. Discuss what standardized indicator will be used, if any, and how many times during the year it will be administered; come to mutual agreement on these issues;
3. Discuss what non-standardized indicator(s) will be used, and come to mutual agreement on this; teachers/specialists and their evaluators may mutually agree that a total of more than 2 indicators will be used;
4. Discuss and mutually agree on a representative sample of students that reflects the sub groups (ELL, SPED, Socio-Economically disadvantaged, gender, ethnic background) of the class for whom the teacher/specialist will collect evidence via the indicators;
5. Discuss and mutually agree on the number of pieces of evidence that will be collected for each student in the representative sample over the course of the year;
6. Discuss and mutually agree on the student work/growth rubric that will be used to examine evidence and show growth over time;
7. Other factors, including data from the state data system, that need to be taken into account in setting goals, selecting indicators of student growth and development, and determining student success in meeting the goals.

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

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

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

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

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

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

8.1 (d) Process for evidence collection and review/Determining evaluation ratings for student outcomes

During the course of the year, teachers and specialists will collect evidence that shows progress in meeting the goals. Classroom teachers will use the district-developed Quality Student Work Rubric (Appendix H) as the basis for examining student work collected over time. Teachers and specialists will adapt the rubric as it applies to the student work to be collected. At least 4 of the elements from the Quality Student Work Rubric will be utilized as the evaluation measure for student growth. The high school will use their NEASC rubrics in lieu of the Quality Student Work Rubric, as appropriate. Support specialists will collect evidence and use tools appropriate for the goals. Other acceptable rubrics to show progress might include District Performance Task Rubrics, Department or grade level performance task rubrics, Lucy Caulkins Writing rubrics, or other mutually agreed upon measure of progress where calibration of grading has occurred.

At the mid-year conference, the teacher/specialist will share samples of student work with the evaluator. The focus will be on progress toward goals, and whether or not the goals, indicators, and/or evidence need to be adjusted. Evidence collection will then continue. At the Summative Conference, the teacher/specialist will review all additional evidence and determine the progress toward goals.

Progress will be defined as progress towards mastery and/or progress toward grade and/or course level standards.

The teacher/specialist will monitor and maintain all evidence that is used to document growth via the district data management system.

SECTION 9.

DETERMINING SUMMATIVE EVALUATION RATINGS

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

- A 'Student Outcomes Rating' will be determined by a holistic examination of the evidence and ratings of student growth and development, and student feedback;
- A 'Teacher Practice Rating' will be determined by a holistic examination of the evidence and ratings of teacher performance and family engagement.

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

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

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

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

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

SECTION 10.**LINKING TEACHER EVALUATION TO PROFESSIONAL GROWTH AND CAREER DEVELOPMENT**

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

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

Professional growth for teachers in TEAM

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

Professional growth for teachers on support plans

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

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

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

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

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

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

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

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

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

11.1 (b) Teacher improvement and remediation plan development

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

The plan must include the following components:

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

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

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

SECTION 12.**DISPUTE RESOLUTION PROCESS**

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

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

The PDEC will have responsibility for overseeing the dispute resolution process and will establish an Appeal sub-committee within three school days. PDEC members who wish to do so will serve as the members of Appeal Committee; additional teachers and administrators will be added specifically to the Appeal Committee if need be so that the elementary, middle, and high schools are appropriately represented. Additional teachers who are interested in serving on the Appeal Committee will submit an application to their bargaining unit, and be selected by that unit. All who are accepted onto the Appeal Committee will have evaluation ratings of at least accomplished or higher in the year prior to their appointment to the committee.

Any dispute that cannot be resolved at the school level can be filed with the Appeal Committee for resolution through a hearing; all parties must attend. The dispute will be heard by 4 selected members of the Appeal Committee with the number of teachers and administrators always being equal. The Appeal Committee members may not work in the same school as the party filing the dispute, and may not include either of the parties involved in the dispute. If the Appeal Committee has difficulty reaching a decision regarding the dispute, they may request the assistance of a neutral third party. The neutral third party must be mutually agreed upon by the superintendent and president of the respective bargaining unit. The Appeal Committee must come to a resolution for the dispute within three school days.

The PDEC has established processes and guidelines for selection of members for the Appeal Committee, training required to serve, timelines for service on the committee, and timelines for submitting and resolving a dispute.

SECTION 13. PROCESS TO MONITOR AND EVALUATE IMPLEMENTATION OF THE PLAN

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

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

SECTION 14.**EVALUATION RATINGS AUDIT AND VALIDATION**

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

Glossary

Important terms in teacher evaluation**Student Outcomes related indicators:**

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

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

Teacher Practice related indicators

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

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

Review of Practice

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

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

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

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

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

Appendix

Appendix A**Theory of Action Plan for Instructional Goals (45%) Form****Teacher:****Assignment/School:****Evaluator:****Date:***Theory of Action/Goal (What do you want to achieve? Why? What rationale/data lead you to this Theory of Action?)**Theory of Action Statement (Goal):**Rationale:**Improvement Strategies/Implementation Areas (Areas of capacity you want to develop):**Goal Indicators (What will success look like? What measurable evidence will you use?)**Standardized Indicator (Examples, including but not limited to: Tests/quizzes, district approved assessments, MAP Test results, DRP test results and phonological awareness assessment, etc.):**Non-standardized Indicator (Examples, including but not limited to: Rubrics, portfolios, exit slips, etc.):*

<u>Tasks/Action Steps</u>	<u>Resources Needed</u> People/Time/Money	<u>Timeline</u>
Reflections: Next steps:		
<u>Goal Meeting:</u> <hr/>	<u>Goal Meeting:</u> <hr/>	<u>Goal Meeting:</u> <hr/>
<u>Teacher Signature/date:</u> <hr/>	<u>Teacher Signature/date:</u> <hr/>	<u>Teacher Signature/date:</u> <hr/>
<u>Evaluator Signature/date:</u> <hr/>	<u>Evaluator Signature/date:</u> <hr/>	<u>Evaluator Signature/date:</u> <hr/>

Signature acknowledges receipt of this document

Appendix B Theory of Action Plan for Family Engagement (10%) and Student Feedback on Engagement (5%) Form

Teacher: _____ Assignment/School: _____

Evaluator: _____ Date: _____

Theory of Action/Goal (<i>What do you want to achieve? Why? What rationale/data lead you to this Theory of Action?</i>) <i>Theory of Action Statement:</i> <i>Rationale:</i>	Family Engagement (10%)	Student Feedback (5%)
<i>Improvement Strategies/Implementation Areas (Areas of capacity you want to develop):</i>		
<i>Goal Indicator (What will success look like? What measurable evidence will you use?):</i>		
Resources Needed: (People/Time/Money -clarify in list form)		
Reflections: Next Steps:		
<u>Goal Meeting:</u> <hr/> <u>Teacher Signature/date:</u> <hr/> <u>Evaluator Signature/date:</u> <hr/>	<u>Mid-Year Meeting:</u> <hr/> <u>Teacher Signature/date:</u> <hr/> <u>Evaluator Signature/date:</u> <hr/>	<u>Summative Meeting:</u> <hr/> <u>Teacher Signature/date:</u> <hr/> <u>Evaluator Signature/date:</u> <hr/>

Signature acknowledges receipt of this document

Appendix C Formal Pre-Observation Form

Teacher Name: _____ School/Class/Grade: _____
 Conference Date: _____ Observation Date: _____
 Post-Conference Date: _____

Lesson Planning Questions
1. Tell me about your students and how you will build upon their prior knowledge (CCT 2a)
2. How will this lesson address the Common Core Standards and/or other content specific standards? List the standards related to this lesson. (CCT 2a)
3. How will this lesson meet your students' needs? How will you engage them? (CCT 2b)
4. How will you differentiate instruction to meet the needs of all learners in your classroom? (CCT 2a-b)
5. What will you use as a formative assessment for this lesson (observation notes, exit slips, short answer, etc.)? (CCT 2c)
<u>Notes from Conference</u>

 Evaluator Signature

 Date

 Teacher Signature

 Date

Appendix C Formal Post-Observation Form

Teacher Name:

School/Class/Grade:

Observation Date:

Post-Conference Date:

Lesson Reflection Questions
1. What was the purpose of this lesson? How was it met? (CCT 3a)
2. How will this lesson be used by the students independently to extend learning beyond the classroom? (CCT 3B)
3. What data were used for the formative assessment? What did the data show? How will the data impact your teaching tomorrow and for the rest of the lesson? (CCT 3c)
4.What input have you received from colleagues that will enhance your practice? (CCT 4a)
5.What learning will you plan or colleagues you will use to enhance your expertise? (CCT 4b)
6.How will you communicate with colleagues, students and families to share the successes of the students? (CCT 4c)
<u>Notes from Conference</u>

Evaluator Signature

Date

Teacher Signature

Date

Appendix D Formal Observation Form (30 or more minutes)

Teacher name: _____

Observation Date: _____ Time: _____

Subject Area or Assignment Appropriate Activity: _____

Who is the audience for the lesson/activity? Grade/s, Adults (employees), Adults in a meeting (mixture of employees and/or parents or others), Adults with student/s:

Setting of Observation (classroom, small group pull-out, PPT meeting, Parent Conference, Profession Learning, Group/Team/IDT: _____

Related Domains:

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

Notes/Evidence/Questions: _____

Feedback/Next Steps: _____

Attach Domain Indicator Rating Scale as related to the lesson **(score holistically)**

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Appendix E Informal Observation (15 minutes)

Teacher name: _____

Informal Observation Date: _____

Time: _____

Subject Area or Assignment Appropriate Activity: _____

Who was the lesson/activity for? (Grade/s, Adults (employees), Adults in a meeting (mixture of employees and/or parents or others), Adults with student/s): _____

Setting of Observation: (classroom, small group pull-out, PPT meeting, Parent Conference, Profession Learning, Group/Team/IDT) _____

Concerns:

1. If none, continue with Informal Process
2. If concern, briefly provide specific feedback

Observation Notes: (Quotes, Highlights, Scripting, Questions)
<p>Related Domains:</p> <ol style="list-style-type: none"> 5. Classroom Environment, Student Engagement and Commitment to Learning 6. Planning for Active Learning 7. Instruction for Active Learning 8. Professional Responsibilities and Teacher Leadership
<p>Action Steps:</p>

Evaluator Signature _____ Date _____

Teacher Signature _____ Date of receipt _____

***Teacher Signature acknowledges receipt of this document**

Appendix F**Review of Practice**

Teacher:

Assignment/School:

Evaluator:

Date:

<p><u>Possible Samples of Evidence: (check any that apply)</u> Clarify your role (facilitator, participant, etc.):</p> <p>___ PLC Minutes</p> <p>___ Dept/Team/Grade Level Meeting Minutes</p> <p>___ Committee Meetings Minutes</p> <p>___ Professional Development Presentation</p> <p>___ Family Event(s)</p> <p>___ Conference Share/Informational Share</p> <p>___ Conference Presentation</p> <p>___ TEAM Mentoring</p> <p>___ Coaching/Clubs</p> <p>___ Peer Observations</p> <p>___ Webinar Share</p> <p>___ Other- _____</p> <p>___ Other- _____</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Please attach documentation such as: flier(s), PowerPoint presentation(s), or other evidence. 2. Provide a summary or a bulleted list of the experience and the date the review of practice occurred.
<p>Teacher Signature/Date:</p>	
<p>Evaluator Signature/Date:</p>	

Appendix G Summative Teacher Evaluation Rating Form

Teacher Name:	School:	
	Assignment:	
	Date:	
Component	Rating: (Below Standard, Developing, Accomplished, or Exemplary)	
Observation of Teacher Performance and Practice (40%)		
Theory of Action Plan for Family Engagement (10%)		
Component	Rating: (Below Standard, Developing, Accomplished, or Exemplary)	
Theory of Action Plan for Student Instructional Goals (45%)		
Theory of Action Plan for Student Feedback on Engagement (5%)		
Overall Rating		

Next Steps:

 Teacher Signature

 Date

 Evaluator Signature

 Date

*Include Domain Rating with signed copy

Appendix H

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
Content	Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent.	Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective.	Main idea is clear. Student provides details about the topic that show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom).	Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective.
Organization and Clarity	The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective.	Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty in addressing his/her point.	Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point.	Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across.
Vocabulary appropriate to subject area	Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.	Weak phrasing and inadequate vocabulary are used, and detract from the student work.	Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work.	Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.
Spelling and Grammar	Numerous errors in grammar, spelling, and punctuation seriously distort meaning and hinder communication.	Several errors in grammar, spelling, and punctuation hamper meaning or hinder communication.	Occasional errors in grammar, spelling, and punctuation do not distort meaning nor hinder communication.	No mechanical errors; spelling and punctuation are correct.

Element	Below Basic	Basic	Proficient	Advanced
Calculations	No calculations or calculations are inaccurate.	Many calculations are inaccurate.	Calculations may contain few errors.	All calculations are done completely and accurately.
Research or sources	Necessary documentation is missing. No sources are used.	Errors in documentation occur. Few sources are used and evidence is not accurately stated.	Documentation is correct. Students provide accurate and appropriate evidence from most sources.	Students provide multiple sources and document each correctly. Students provide accurate and appropriate evidence from all sources.
Presentation	None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown.	The examples, strategies, or illustrations used relate to the learning objective.	Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts to the learning objective.	Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective.
Analysis, synthesis or evaluation	The student recalls and states given information but cannot explain it in his/her own words.	The student restates the information in his/her own words and may attempt to apply some of the information to a situation.	The student compares and contrasts information and evaluates the information with accuracy.	The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.
Problem Solving/Critical Thinking	Has a vague understanding of the problem, uses a strategy or approach that does not match the problem, and the solution is inaccurate.	Has difficulty defining the problem, uses only one strategy for solving the problem and the solution is not clear.	Defines the problem, selects multiple approaches for solving the problem of which not all apply. The solution is correct, but is not clearly explained.	Clearly defines the problem, selects multiple approaches for solving the problem, and the solution and all relevant work is correct.

Appendix I

FINAL SUMMATIVE RATING

*Use the Summative Rating Matrix below in conjunction with the Theory of Action Goal Attainment Matrix (following page) to determine the final summative rating.

Teacher Practice Related Indicators Rating Observations – 40% Family Feedback – 10%					
		<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Below Standard</i>
Student Instructional Goals – 45% Student Feedback – 5%	<i>Exemplary</i>	Exemplary	Accomplished	Accomplished	Developing
	<i>Accomplished</i>	Accomplished	Accomplished	Developing	Developing
	<i>Developing</i>	Accomplished	Developing	Developing	Below Standard
	<i>Below Standard</i>	Developing	Developing	Below Standard	Below Standard

Appendix J Theory of Action Goal Attainment Matrix

	Theory of Action Goal Attainment (includes parent and student feedback component- Appendices A and B)	Teacher Practice	Summative Rating
4- Exemplary	<p>Has performed extensive data analyses that look at data in meaningful and insightful ways to establish a baseline, set student learning objectives, determine actions steps, and assess progress towards meeting the performance targets</p> <ul style="list-style-type: none"> • Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. • Has constructed and fully engaged in action steps throughout the school year that are informed by data and deepen the teacher's craft knowledge and instructional judgment. • Has presented compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially candid and insightful. • Has a preponderance of student and parent feedback which points to high levels of engagement 	<p><i>Exhibits a consistency of teaching practice at the highest levels – as captured by direct observations of classroom instruction and by a clear preponderance of evidence as mutually understood between teacher and evaluator, especially with respect to 21st Century CCT Domains #’s 1 & 3</i></p>	<p>All components related to student achievement and professional practice converge upon a portrait of an exceptional teacher whose constructive influence extends beyond the classroom, across the building faculty and into the larger profession. By his/her excellence, the Educator embodies the core, soul and conscience of what teaching in Torrington should mean to students, parents, and colleagues. The Educator embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms that define a building's culture, advance school effectiveness in responding to student learning needs, and enrich the public's appreciation of the profession.</p>
3- Accomplished (“Proficient” as per SDE)	<p>Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students.</p> <ul style="list-style-type: none"> • Has constructed and completed action steps that are informed by data and deepen the teacher's craft knowledge and instructional judgment. • Has presented persuasive evidence that all performance targets have been attained and 	<p><i>Exhibits a consistency of teaching practice at higher levels—as captured by direct observations of classroom instruction and by a preponderance of evidence as mutually understood between teacher and evaluator,</i></p>	<p>All components related to student achievement and professional practice converge to warrant a conclusion that the Educator consistently exhibits a high degree of responsiveness to student learning needs and potential. The Educator is concerned about and exhibits continuous growth -- whether of pedagogy and/or within a specific discipline. He/she projects a positive image of the profession and the District.</p>

	<p>a self-reflection that is comprehensive and thoughtful.</p> <ul style="list-style-type: none"> • Has a preponderance of student and parent feedback which points to high levels of engagement 	including 21 st Century CCT Domains # 1 and 3	
2- Developing	<p>In conjunction with structured support, has defined learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards.</p> <ul style="list-style-type: none"> • Has been responsive to structured support aimed at deepening craft knowledge and instructional judgment. • Has presented evidence of some degree of target attainment. • Has student and parent feedback which points to some degree of engagement 	<p><i>In conjunction with structured support, exhibits improved practice</i> – as captured by direct observations of classroom instruction and by the evaluator’s assessment of the preponderance of evidence, including 21st Century CCT Domains # 1 and 3</p>	<p>In conjunction with Structured Support, a preponderance of the components related to student achievement and support warrant a conclusion that the Developing teacher has presented some evidence of student learning and growth, accompanied by exhibitions of improved practice.</p>
1- Below Standard	<p>Despite intensive assistance, has struggled in the use of evidence to establish a performance baseline.</p> <ul style="list-style-type: none"> • Despite intensive assistance, has struggled to define clear, relevant, data-informed student learning objectives. • Has been unable to provide compelling evidence of student learning. • Has student and parent feedback with limited or no level of engagement 	<p><i>Despite intensive assistance, teaching practice is unacceptable</i> -- as captured by direct observations of classroom instruction and by the evaluator’s assessment of the preponderance of evidence across all 21st Century CCT Domains.</p>	<p>In conjunction with Intensive Assistance, a preponderance of the components related to student achievement and support warrant a conclusion that the Below Standard Teacher has been unable to provide compelling evidence of student learning and/or fails to achieve an acceptable level of teaching practice.</p>

Appendix K ***For use with classroom educators**

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
1a. Creating a positive learning environment that is responsible to and respectful of the learning needs¹ of all students.	¹ Learning needs of all students: includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teacher take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students. ² 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.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Rapport and positive social interactions 	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<ul style="list-style-type: none"> Respect for student diversity² 	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<ul style="list-style-type: none"> Environment supportive of intellectual risk-taking 	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<ul style="list-style-type: none"> High expectations for student learning 	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<i>Notes:</i>				

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	³ 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) ⁴ Proactive strategies: include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Communicating, reinforcing, and maintaining appropriate standards of behavior 	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
<ul style="list-style-type: none"> Promoting social competence³ and responsible behavior 	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁴ and social skills and take responsibility for their actions.
<i>Notes:</i>				

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
1c. Maximizing instructional time by effectively managing routines and transitions. ⁵	⁵ 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.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Routines and transitions appropriate to needs of students. 	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<i>Notes:</i>				

CCT DOMAIN 2: Planning for Active Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁶ for all students.	<p>⁶ 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 in six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) is 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 investigation or application to real work). Hess's Cognitive Rigor Matrix - aligns with Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.</p> <p>⁷ Lesson Plan: a purposeful planned learning experience.</p> <p>⁸ Connecticut content standards: standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.</p> <p>⁹ 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 communication through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communication through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved learning.</p>			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Content of lesson plan⁷ is aligned with standards. 	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁸	Plans content that partially addresses Common Core State Standards and/ or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<ul style="list-style-type: none"> Content of lesson appropriate to sequence of lessons and appropriate level of challenge. 	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
<ul style="list-style-type: none"> Use of data to determine students' prior knowledge and differentiation based on students' learning needs. 	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
<ul style="list-style-type: none"> Literacy strategies⁹ 	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<i>Notes:</i>				

CCT DOMAIN 2: Planning for Active Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
2b. Planning instruction to cognitively engage students in the content.	<p>¹⁰ Discourse: is defined as the purposeful interaction between teachers and student 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.</p> <p>¹¹ 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.</p> <p>¹² 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 instruction resources need for educational purposes.</p> <p>¹³ 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.</p>			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Strategies, tasks and questions cognitively engage students 	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse ¹¹ or inquiry-based learning ¹² and application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<ul style="list-style-type: none"> Instructional resources¹² and flexible groupings¹³ support cognitive engagement and new learning. 	Selects or designs resources and/or grouping that do not cognitively engage students or support new learning.	Selects or designs resources and/or grouping that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
<i>Notes:</i>				

CCT DOMAIN 2: Planning for Active Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
2c. Selecting appropriate assessment strategies¹⁴ to monitor student progress.	¹⁴ 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 student 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.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Criteria for student success. 	Does not plan criteria for student success and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<ul style="list-style-type: none"> Ongoing assessment of student learning. 	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned or intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
<i>Notes:</i>				

CCT DOMAIN 3: Instruction for Active Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
3a. Implementing instructional content¹⁵ for learning.	¹⁵ Content: discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards. ¹⁶ Literacy: 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 student learning.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
• Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with <i>Common Core State Standards</i> and/or other appropriate Connecticut standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
• Content accuracy	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	Invites students to explain the content to their classmates.
• Content progression and level of challenge.	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
• Literacy strategies ⁹	Plans instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction with some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>Notes:</i>				

CCT DOMAIN 3: Instruction for Active Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	¹⁷ 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 instruction resources needed for educational purposes.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Strategies, tasks and questions 	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with same opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<ul style="list-style-type: none"> Instructional resources¹⁷ and flexible groupings 	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<ul style="list-style-type: none"> Student responsibility and independence. 	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
<i>Notes:</i>				

CCT DOMAIN 3: Instruction for Active Learning

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
3c. Assessing student learning, providing feedback to students and adjusting instruction.	¹⁸ 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. ¹⁹ Instructional adjustment: based on the monitoring of student understanding, teacher make purposeful decision on changes that need to be made in order to help student achieve learning expectations.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Criteria for student success 	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
<ul style="list-style-type: none"> Ongoing assessment of student learning. 	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
<ul style="list-style-type: none"> Feedback¹⁸ to students 	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<ul style="list-style-type: none"> Instructional adjustment.¹⁹ 	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work.
<i>Notes:</i>				

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
4a. Engaging in continuous professional learning to impact instruction and student learning.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Teacher self-evaluation and reflection and impact on student learning 	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
<ul style="list-style-type: none"> Response to feedback 	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
<ul style="list-style-type: none"> Professional learning 	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.
<i>Notes:</i>				

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
4b. Collaborating to develop and sustain a professional learning environment to support student learning.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Collaboration with colleagues 	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
<ul style="list-style-type: none"> Contribution to professional learning environment 	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
<ul style="list-style-type: none"> Ethical use of technology 	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.
<i>Notes:</i>				

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	²⁰ 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.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Positive school climates 	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
<ul style="list-style-type: none"> Family and community engagement 	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
<ul style="list-style-type: none"> Culturally responsive²⁰ communications 	Sometimes demonstrates lack of respect for cultural differences when communications with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with families and the community.
<i>Notes:</i>				

Appendix L ***For use with service delivery staff**

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning-Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
1a. Promoting a positive learning environment that is respectful and equitable.	¹ A respectful and equitable learning environment supports whole-child development and the understanding that educators must continually 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. C. and Gross, S. (Eds.) 2014) <i>Handbook of ethical Educational Leadership</i> . 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.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Rapport and positive social interactions 	Interactions with learners are negative or disrespectful to the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently makes attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
<ul style="list-style-type: none"> Respect for student diversity² 	Establishes and maintains a learning environment that disregards learners' cultural, social and/or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of students' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of students' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
<ul style="list-style-type: none"> Environment supportive of intellectual risk-taking 	Creates or promotes a learning environment that discourages learners from taking intellectual risks.	Creates or promotes a learning environment that encourages some, but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take intellectual risks by respectfully questioning or challenging ideas presented.
<ul style="list-style-type: none"> High expectations for student learning 	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high, but realistic expectations for all learners.	Creates opportunities for learners to set high goals and take responsibility for their own growth and development.
<i>Notes:</i>				

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning-Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
1b. Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.	³ 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) ⁴ Proactive strategies: include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Communicating, reinforcing, and maintaining appropriate standards of behavior 	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates or reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
<ul style="list-style-type: none"> Promoting social competence³ and responsible behavior 	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and provides limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or reinforces social skills and provides limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies and take responsibility for their actions.
<i>Notes:</i>				

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning- Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
1c. Maximizing instructional time by effectively managing routines and transitions. ⁵	⁵ 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.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Routines and transitions appropriate to needs of students. 	Implements and manages routines and transitions, resulting in significant loss of service delivery time.	Implements and manages routines and transitions, resulting in some loss of service delivery time.	Implements and manages routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.
<i>Notes:</i>				

CCT DOMAIN 2: Planning for Active Learning- Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
2a. Developing plans aligned with standards, builds on learners' knowledge and provides for appropriate level of challenge⁶.	⁶ Depending upon the role of the service provider; the action verb could be design, collaborate, inform or consult. ⁷ Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners. ⁸ Connecticut content standards: standards developed for all content areas including Connecticut Core Standards (CCS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS) for early childhood educators. ⁹ Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized test) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Standards alignment 	Designs plans that are misaligned with relevant and/or other appropriate Connecticut contents standards. ⁸ or discipline-specific state and national guidelines.	Designs plans that are partially align with relevant Connecticut contents standards. ⁸ or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut contents standards. ⁸ or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut contents standards. ⁸ or discipline-specific state and national guidelines to their work.
<ul style="list-style-type: none"> Evidence based practice 	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence based practice.	Designs plans that challenge learners to apply learning to new situations.
<ul style="list-style-type: none"> Use of data to determine learners' needs and level of challenge. 	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and to support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
<ul style="list-style-type: none"> Targeted and specific objectives for learners. 	Develops objectives that are not targeted and specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to develop their own objectives.
<i>Notes:</i>				

CCT DOMAIN 2: Planning for Active Learning- Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
2b. Planning instruction to cognitively engage students in the content.	¹⁰ Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, student prints, sculptures, models, maps, motion pictures, audio, and video recordings, DVDs, streaming media, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes. ¹¹ Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Strategies, tasks and questions cognitively engage students 	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks, and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
<ul style="list-style-type: none"> Resources¹⁰ and flexible groupings¹¹ and new learning. 	Selects or designs resources or grouping that do not actively engage students or support new learning.	Selects or designs resources or grouping that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.
<i>Notes:</i>				

CCT DOMAIN 2: Planning for Active Learning- Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
2c. Selecting appropriate assessment strategies¹² to monitor student progress.	¹⁴ Assessment strategies: are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for service. 1. Formative assessment is a part of the instructional process used by the service provider during service delivery that provides feedback to adjust ongoing services. 2. Summative assessments are used to evaluate learners at the end of service delivery to determine learner success.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Selection of assessments and interpretation of results 	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
<ul style="list-style-type: none"> Criteria for student success. 	Does not identify appropriate criteria for assessing learner success.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<ul style="list-style-type: none"> Ongoing assessment of student learning. 	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans assessment strategies that are partially aligned or intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
<i>Notes:</i>				

CCT DOMAIN 3: Instruction for Active Learning-Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
3a. Implementing service delivery¹³ for learning.	¹³ Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Purpose of service delivery 	Does not clearly communicate academic or social/behavioral expectations for service delivery.	Communicates social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates social/behavioral expectations for service delivery and aligns the purpose of service delivery with Connecticut <i>Content Standards</i> or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
<ul style="list-style-type: none"> Precision of service delivery 	Delivery of service is inconsistent with planning.	Delivery of service is consistent with some but not all services as planned.	Delivery of service is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of service is demonstrates flexibility and sensitivity for all learners.
<ul style="list-style-type: none"> Progression of service delivery 	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
<ul style="list-style-type: none"> Level of challenge. 	Delivery of services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.
<i>Notes:</i>				

CCT DOMAIN 3: Instruction for Active Learning-Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
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.	Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage students/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Strategies, tasks and questions 	Uses tasks and questions that do not engage learners in purposeful learning.	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 same opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Uses differentiated strategies, tasks and questions that actively engage the majority of learners in constructing new and meaningful learning through new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions and problem-solving strategies, synthesize and communicate information.
<ul style="list-style-type: none"> Instructional resources¹⁷ and flexible groupings 	Uses available resources or groupings that do not actively engage learners or support new learning.	Uses available resources or groupings that actively engage some, but not all, learners or support new learning.	Uses multiple resources or flexible groupings that actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction and choice of resources and choice of available resources or flexible groupings.
<ul style="list-style-type: none"> Learner responsibility and independence. 	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider-directed, and provides some opportunities for learners to develop independence and share responsibility for learning.	Implements service delivery that provides multiple opportunities for learners to develop independence as learners and share responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.
<i>Notes:</i>				

CCT DOMAIN 3: Instruction for Active Learning-Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
3c. Assessing learning, providing feedback to students and adjusting instruction.	¹⁴ Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate. ¹⁵ Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Criteria for learner success 	Does not communicate criteria for academic or social/behavioral success.	Communicates criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates student input in identifying criteria for individualized academic or social/behavioral success.
<ul style="list-style-type: none"> Ongoing assessment of learning. 	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs and help themselves or their peers to improve learning.
<ul style="list-style-type: none"> Feedback¹⁴ to learners 	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and accurate feedback that supports improvement and advancement toward academic or social/behavioral outcomes.	Encourages peer feedback that is specific and focuses on advancing learning.
<ul style="list-style-type: none"> Adjustment to service delivery.¹⁵ 	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are not responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Encourages learners in identifying ways to adjust their academic or social/behavioral plan.

CCT DOMAIN 4: Professional Responsibilities and Leadership- Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Self-evaluation/reflection 	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates/reflects on individual practice and its impact on learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
<ul style="list-style-type: none"> Response to feedback 	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited and ineffective.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
<ul style="list-style-type: none"> Professional learning 	Does not actively participate in professional learning opportunities.	Participates in required professional learning but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families, or community.
<i>Notes:</i>				

CCT DOMAIN 4: Professional Responsibilities and Leadership- Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Collaboration with colleagues 	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
<ul style="list-style-type: none"> Ethical Conduct 	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
<ul style="list-style-type: none"> Maintenance of Records 	Records are incomplete, or confidential information is stored in an unsecured location.	Records are incomplete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized, and accurate. Confidential information is stored in a secured location	Supports and assists colleagues in the larger school community, in maintaining accurate and secure records.
<ul style="list-style-type: none"> Ethical use of technology 	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.
<i>Notes:</i>				

CCT DOMAIN 4: Professional Responsibilities and Leadership- Student Services

INDICATORS	Below Standard	Developing	Accomplished	Exemplary
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.	¹⁶ Stakeholders can include student/adult learners, families, colleagues, community members, etc. and are determined by the role and delineated responsibilities of the service provider. 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.			<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes	Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Positive school climates 	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners, or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
<ul style="list-style-type: none"> Stakeholder engagement 	Does not communicate with stakeholders about learner academic or behavioral performance to required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learning expectations and learner academic or behavioral performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and community to support learner growth and development.
<ul style="list-style-type: none"> Culturally responsive¹⁷ communications 	Demonstrates lack of awareness for cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally respectful communications with stakeholders.
<i>Notes:</i>				

Links

Charlotte Danielson's "Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool 1st Edition"

Linda Darling Hammond's "Getting Teacher Evaluation Right"

Holistic Scoring Approach

<http://www.cea.org/v2/assets/includes/shared%5CgetFile.cfm?type=pdf&getFile=Holistic-Approach-to-Eval-Student-Growth&loc=/professional/evaluation/>

Common Core State Standards (CCSS)

www.cea.org/commoncore

The CT Teacher Education and Mentoring (TEAM) program

<http://www.ctteam.org/>

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

<http://www.connecticutseed.org/wp-content/uploads/2015/08/CCT-Rubric-For-Effective-Teaching-2014.pdf>

Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015

http://www.connecticutseed.org/wp-content/uploads/2015/07/CCT_Rubric_for_Effective_Service_Delivery_2015.pdf