

Tolland Public Schools  
**Teacher Professional Learning and  
Evaluation Plan**



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## **Introduction**

Tolland’s Teacher Professional Learning and Evaluation Plan has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Plan components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). The Plan represents our commitment to incorporating current, high-quality research into the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, throughout our classrooms, schools and programs. As such, the Plan: a) addresses the elements of Connecticut’s Core Requirements for Teacher Evaluation; b) is aligned with our district’s mission and values; and c) meets the educational needs of the stakeholders in our schools.

In accordance with guidelines set forth by the State Department of Education, Tolland Public Professional Development and Evaluation Committee develops, review and refines the Plan and establishes and monitors professional development. Committee members design plans and/or support programs to further teacher growth in developing students as learners, to enhance the educational environment and to expand the knowledge and resources of its teachers.

The School Improvement Committee consists of representatives of the administrative and teaching staff, including representatives from the Tolland Education Association (TEA). The committee consists of the following members:

Stephanie Cassidy – Tolland Middle School Teacher  
Kelly Catlin – Tolland Intermediate School Teacher  
Meghan Connelly – Tolland Middle School Teacher  
Mary Grande – Tolland Middle School Principal  
Jim Dineen – Principal Tolland Intermediate School  
Barbara Daly-Byrnes – Curriculum Supervisor for English Language Arts  
Anthea Grotton – Birch Grove Elementary School Teacher  
Shelley Manning – Tolland High School Teacher  
Mark Ruede – Curriculum Supervisor for Science  
Tony Spangle – Tolland Middle School Assistant Principal  
Thomas Swanson – Birch Grove Elementary Principal  
Jennifer Webster – Curriculum Supervisor Mathematics

## **Statement of Purpose**

The Tolland Board of Education is in agreement with the statement that “When teachers succeed, students succeed.” They, therefore, support the state initiative to improve schools by improving school-level factors that seek to support students’ success. We acknowledge that student learning and achievement enriches future learning, career and personal experiences later in life. This is built by the collaborative, interdependent work of teachers and administrators, students and families, and school district and the community we serve.

The purpose of the Plan is to support:

1. school improvement;
2. teacher’s individual and collaborative work for improved student learning;
3. professional growth and development of the teachers and evaluators; and
4. excellence, creativity, and innovation in curriculum planning and the implementation of teaching strategies.

There are design principles that underpin the Plan. In evaluating teachers and their success, framers considered the need for multiple, standards-based measures of performance, consistency in professional judgment, the need for dialogue about student learning, and the need for alignment between professional development, coaching and feedback to support teachers.

To accomplish this, it is important to recognize that our plan needs to support the development of a professional culture of analysis, reflection, feedback and discourse about teaching practices and student learning.

The resulting document will provide a rating of the status of teacher practice for the purpose of improving that practice and subsequently the learning of students experiencing that practice. Ratings shall be:

Exemplary – Substantially exceeding indicators of performance. Teachers acquiring this designation are models of practice.

Effective – Meeting indicators of performance. Teachers acquiring this designation are excellent teachers.

Developing – Meeting some indicators of performance but not others. These teachers are those with targeted professional needs)

Below standard – Not meeting indicators of performance. Teachers with this designation are novice teachers or teachers in need of improvement.

## **Guiding Beliefs**

It is the belief that if teachers are given the opportunity to work with each other and the administration in an environment where there is a mutual feeling of respect, trust and professionalism, teachers can and will grow as professionals. This growth will result in the improvement of student learning opportunities.

Tolland's evaluation plan's beliefs are based on the knowledge that:

- good teaching increases the potential for successful student learning;
- the Common Core of Teaching can be used as a broad general description of good teaching;
- a collegial, collaborative relationship between teacher and evaluator creates an optimum climate for good teaching;
- a physically safe environment is conducive to both successful teaching and successful learning;
- a positive school climate is created when clearly defined expectations of performance and criteria for measuring that performance exist for students, teachers, and evaluators, and
- evaluation is a process by which curriculum and professional development are integrated to promote student, individual and institutional growth.

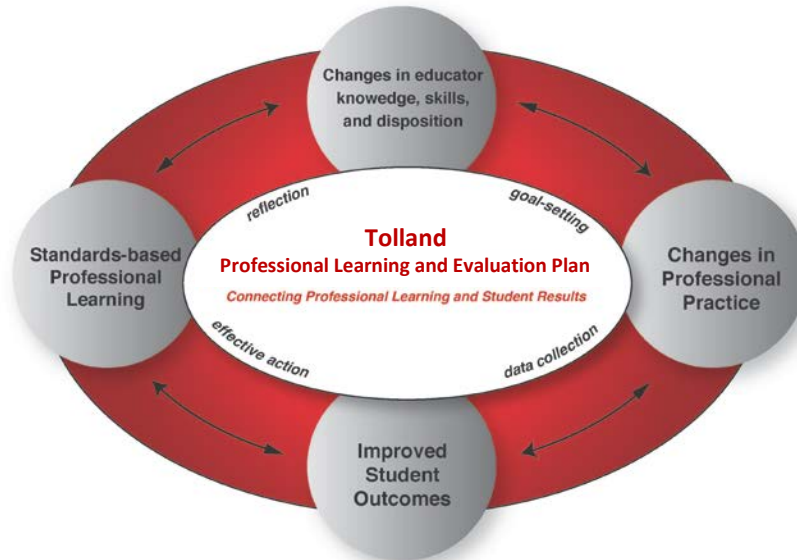
## **Beliefs about Students and Education**

Beliefs about students and education guide the purposes set forth in the evaluation and professional development plan. We believe that:

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
  - on-going inquiry into and reflection on practice;
  - goal-setting aligned with expectations for student learning;
  - information gathered from multiple sources of evidence;
  - analysis of data from multiple sources of evidence;
  - support structures for feedback, assistance, and professional collaboration;
  - research-based professional learning opportunities aligned with the needs of teachers.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration knowledge-sharing.

## Philosophy of Professional Evaluation

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching* for teacher evaluation, as well as what current research tells us about the relationship between teaching and learning.



The Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Plan's teacher observation and evaluation instrument, the CCT Rubric for Effective Teaching is used because it aligns with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Tolland's Plan takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Plan also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

# **Tolland's Professional Learning and Evaluation Plan Goals**

## **1. Professionalize the Profession**

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to Tolland schools and programs.
- Ensure that only high-quality professionals are selected for tenure in Tolland schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

## **2. Improve the quality and focus of observation and evaluation**

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice.
- Improve quantity and quality of feedback.
- Align evaluation findings with professional learning plan and support systems.

## **3. Support organizational improvement through the Professional Learning and Evaluation Plan.**

- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
- Provide educators with multiple avenues for pursuing professional learning.
- Support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

# Roles and Responsibilities

Evaluators are individuals whose job descriptions include supervision and evaluation of other certified personnel.

## Superintendent's Role in the Evaluation Process

1. Arbitrate disputes.
2. Allocate funds or resources for the implementation of the Professional Development/Teacher Evaluation (PD/TE) Plan.
3. Serve as liaison between the Board of Education and the evaluation process.

## Evaluators\*

### Superintendent

- Principals
- Director of Pupil Services
- Director of Curriculum & Instruction

### Building Principals

- Assistant Principals
- Teachers
- Department Liaisons/Team Leaders
- School Counselors
- School Specialists

### Building Assistant Principals

- Teachers

### Director of Curriculum and Instruction

- K-12 Language Arts Coordinator
- K-12 Mathematics Coordinator
- K-12 Science Coordinator
- K-12 Social Studies Coordinator
- Director of Educational Technology

### Director of Pupil Services

- Speech and Language Teachers
- School Social Worker
- School Psychologists

\*This does not include non-certified personnel.

If complementary evaluators are used, the complementary evaluator may do only one evaluation with pre- and post-conferences per teacher during the initial implementation of the professional development/teacher evaluation plan. The complementary evaluator will be trained to have specific expertise in the evaluatee's area of instruction.

## Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, state-mandated tests, as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

### **The Evaluator's Role is to**

- Review and become familiar with evaluatees' previous evaluations.
- Participate in collaborative conferences with evaluatees.
- Analyze and assess performance, making recommendations as appropriate.
- Clarify questions, identify resources, facilitate peer assistance and provide other support as needed.
- Assist with the development and assessment of goals, student learning indicators, learning activities and outcomes.

### **The Evaluatee Role is to**

- Reflect on previous feedback.
- Participate in collaborative conferences with evaluator.
- Engage in inquiry-based professional learning opportunities.
- Develop, implement, and self-assess goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance



# **Implementation of Professional Learning and Evaluation Plan**

## **Orientation of Teachers**

The district will provide orientation and update training sessions through in-service sessions, targeted group sessions, and individual conferences. These sessions will explain the processes for professional learning – the planning, the protocols for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Tolland (employed during or after the first year of implementation) will be provided with copies of the Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, and the processes and documents to be used. This training will take place upon employment or prior to the beginning of the school year with members of Tolland’s Administration and/or Human Resource Offices.

## **New Educator Support and Induction**

In the interest of supporting new educators in the implementation of the Plan, a variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

## **Training and Resources**

Ongoing training is an essential component of Tolland’s Plan. Every staff member in Tolland Public Schools is expected to receive support for goal choices and learning. Individual teachers, schools and district-wide personnel are to provide input to the Administration and the School Improvement Committee for the purpose of planning professional development. Subject to budget limitations, individuals may also select out-of-district professional conferences and seminars. In this way, training focuses on:

- teacher growth;
- student achievement;
- understanding and implementation of the district’s goals and School Improvement Plans, and
- achievement of Connecticut Teaching Competencies.

All new teachers as well as veteran teachers will be provided opportunities to receive targeted, ongoing and embedded professional development. Professional development time is built into the calendar year for this purpose. Veteran teachers are also encouraged to receive mentor, cooperating teacher, and/or TEAM training so they can provide support for beginning teachers, student teachers and teachers beginning their education studies.

## **Training of Evaluators**

Evaluators will be provided with on-going training in the process of evaluation and in the use and application of the district’s Plan.

Understanding of Tolland’s Plan’s features, Connecticut’s Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Tolland’s Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year. Plans for staff training will be coordinated annually by the Director of Curriculum and Instruction.

### **Resources for Plan Implementation**

Funds to provide material and training as well as time for the professional learning and collaboration necessary to support the successful achievement of the teachers' goals and objectives will be allocated annually and determined on a program by program basis.

## **Data Collection**

Tolland's Plan requires the use of multiple sources of data. Multiple data sources provide for a comprehensive and authentic performance portrait of a teacher's work. Two types of data are collected and used throughout the evaluation process:

1. Observation of teacher performance and practice data is gathered from formal and informal classroom observations, teacher goals, artifact collection (e.g., lesson plans, feedback forms, worksheets, etc.), self-assessments, and/or notes from administrative observations within and outside the classroom. Parent and student surveys represent additional sources of information teachers can use to assess performance and set improvement objectives.
2. Student Growth and Development Data is gathered to determine how effectively students are learning. For example, teachers review classroom artifacts and student work (including the state testing) and analyze the evidence of student learning to determine progress toward the teacher's instructional goals. This analysis process is an expectation of the evaluation plan and can be done independently, in collegial groups, both self-selected and assigned, or as requested by the supervisor.

Data collection techniques that focus on student learning may include observation of teacher/student interactions, student observation, analysis of student work, analysis of test scores and performance assessments. They also may include analysis of portfolios, daily assignments, learning logs, and products for projects.

It is expected that in any case where there are indications that student and/or teacher learning is deficient that the teacher seeks to identify and make adjustments. These might include adjustments in teaching strategies, teacher assignments, student schedules, or assessment strategies.

## **Connecting Teacher Evaluation and Professional Development**

The primary purpose of professional development is school improvement as measured by the success of every student. We recognize that educators as well as students learn in different ways and have different learning needs at different points in their careers. Effective professional development, therefore, provides a variety of learning experiences. These experiences may include curriculum development, PLC work, study groups, individual study, and school-wide professional development activities.

Furthermore, it is important that the district's professional development design includes opportunities for staff to "learn-by-doing", have time to reflect on the learning, and generate and share new insights about teaching and learning. This approach to professional development allows teachers to explore different methods of instruction and to discover what works best with students in their classes.

To help nourish such an environment, it is important to be clear about the differences between supervision and evaluation. Supervision is defined as facilitating, stimulating, and problem solving. Evaluation is defined as monitoring, directing, making decisions, remediating and dismissing. The boundary line between supervision and evaluation comes when individual decisions are made about a teacher with data and information gathered from one or many sources.

## Explanation of Non-Tenured Teacher Evaluation Years 1-2

<b>Requirement</b>	<b>Explanation</b>	<b>Expected Outcome</b>
Goal Setting Conference by October 15	<ul style="list-style-type: none"> <li>* Utilizing student data, school data, parent data and observation data to set 1-2 student growth goals for the year. (See Appendix A)</li> <li>* Discuss other reflections and objectives for professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>* Established goal(s) with administrative approval.</li> <li>* Completed Beginning of the Year (BOY) conference and Appendix A</li> </ul>
3 formal observations (two of these must have pre-observation conferences; all three must have post-observation conferences)	<ul style="list-style-type: none"> <li>* Observation #1 by November 1; Observation #2 by December 1; Observation #3 by March 1</li> <li>* Lessons should have established components and exhibit best practices</li> <li>* See formal observation forms in Appendix C</li> </ul>	<ul style="list-style-type: none"> <li>* At least 3 completed formal observations</li> <li>* Receive constructive and timely feedback</li> </ul>
Mid-Year Check-In Conference by March 1	<ul style="list-style-type: none"> <li>* Discuss progress toward goal(s) based on evidence collected and data gathered</li> <li>* Discuss strategies utilized to address other objectives developed in the Goal Setting Conference</li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet (See Appendix A)</li> </ul>
Summative Evaluation Conference	<ul style="list-style-type: none"> <li>* Teacher and evaluator will meet to discuss progress throughout the year including:                             <ul style="list-style-type: none"> <li>• review evidence and data gathered to show progress toward or mastery of goal(s)</li> <li>• discuss strategies used and progress toward objectives established in the Goal Setting Conference</li> <li>• discuss teacher and evaluator observations of practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet (See Appendix A)</li> <li>* Completed teacher self-reflection – possible information to be included in the Summative Evaluation form (by May 15)</li> </ul> <p>**Evaluator will complete the Summative Evaluation based on the conference held and provide the teacher with the appropriate rating in a timely fashion.</p>
Participating in TEAM Process (if applicable)	<ul style="list-style-type: none"> <li>* Conduct regular meetings with the TEAM mentor</li> <li>* Progress toward attaining module objectives (TEAM requires five modules designed to be submitted for evaluation during the two or three year beginning teacher program)</li> </ul>	<ul style="list-style-type: none"> <li>* Successfully completed logs</li> <li>* Successfully completed modules as established by the TEAM program</li> </ul>
Participate on a PLC team (See Appendix A)	<ul style="list-style-type: none"> <li>* The beginning teacher meets with his/her designated PLC team and participates in and learns PLC processes.</li> </ul>	<ul style="list-style-type: none"> <li>* Successfully completed PLC Feedback Sheets documenting progress toward goal(s)</li> </ul>

## Explanation of Non-Tenured Teacher Evaluation Years 3 and 4 and Tenured Teacher Evaluation

<b>Requirement</b>	<b>Explanation</b>	<b>Expected Outcome</b>
Goal Setting Conference by November 15	<ul style="list-style-type: none"> <li>* Utilizing student data, school data, parent data and observation data to set 1-2 student growth goals for the year. (See Appendix A)</li> <li>* Discuss other reflections and objectives for professional growth</li> </ul>	<ul style="list-style-type: none"> <li>* Established goal(s) with administrative approval</li> <li>* Completed Beginning of the Year (BOY) conference and Appendix A</li> </ul>
<p><b>For Teachers Rated as Below Standard or Developing:</b> 3 formal observations (two of these must have pre-observation conferences; all three must have post-observation conferences)</p> <p><b>For Teachers Rated as Effective or Exemplary*:</b> 1 formal observation (with a pre-observation conference and post-observation conference) every three years. In each of the intervening years an observation or observations totaling more than thirty minutes and including written or verbal feedback. A review or reviews of practice will take place every year.</p>	<p><b>For Teachers rated as Below Standard or Developing:</b> Observation/Review of Practice #1 by December 1; Observation/Review of Practice #2 by March 1; Observation/Review of Practice #3 by June 1</p> <ul style="list-style-type: none"> <li>* Lessons should have established components and exhibit best practices</li> <li>* See formal observation forms in Appendix C</li> </ul> <p><b>For Teachers Rated as Effective or Exemplary:</b></p> <ul style="list-style-type: none"> <li>• 1 formal observation (with a pre-observation conference and post-observation conference) every three years</li> <li>• In each of the intervening years, an observation or observations totaling more than thirty minutes and including written or verbal feedback.</li> <li>• A review or reviews of practice will take place every year.</li> </ul>	<ul style="list-style-type: none"> <li>* At least 3 completed formal observations/reviews of practice</li> <li>* Receive constructive and timely feedback</li>   <li>* At least one completed formal observation every three years (See Appendix C)</li> <li>* At least one review of practice each year (See Appendix B)</li> <li>* Records of observations in intervening years (See Appendix B)</li> </ul>
Mid-Year Check-In Conference by March 1	<ul style="list-style-type: none"> <li>* Discuss progress toward goal(s) based on evidence collected and data gathered</li> <li>* Discuss strategies utilized to address other objectives developed in the Goal Setting Conference</li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet (See Appendix A)</li> </ul>
Summative Evaluation Conference	<ul style="list-style-type: none"> <li>* Teacher and evaluator will meet to discuss progress throughout the year including:               <ul style="list-style-type: none"> <li>• review evidence and data gathered to show progress toward or mastery of goal(s)</li> <li>• discuss strategies used and progress toward objectives established in the Goal Setting Conference</li> <li>• discuss teacher and evaluator observations of practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Completed conference worksheet</li> <li>* Completed teacher self-reflection to be included in the Summative Evaluation form (due May 15)</li> </ul> <p>**Evaluator will complete the Summative Evaluation based on the conference held and provide the teacher with the appropriate rating in a timely fashion.</p>
Participate on a PLC team (See Appendix A)	<ul style="list-style-type: none"> <li>* The teacher meets with his/her designated PLC team and participates in the PLC processes.</li> </ul>	<ul style="list-style-type: none"> <li>* Successfully complete PLC Feedback Sheets documenting progress toward goal(s) (See Appendix A)</li> </ul>

\*In the first year of the plan and for teachers previously rated competent, there will be two formal observations with pre and post conferences and one review of practice.

## Performance Conferences Summary

A minimum of three conferences are to be held each year with all district teachers. The purpose of these conferences is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set and monitor student growth goals, and identify development opportunities. These conferences are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. The conference timeline and processes are as follows:

### Teacher Evaluation Process and Timeline

The three conferences to be held during the year are as follows:

#### 1. Orientation (by September 15):

- To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
  1. The CCT Rubric for Effective Teaching and self-assessment processes and purposes.
  2. School Improvement Plans and district priorities that should be reflected in teacher performance and practice focus areas and/or strategies (40%) as well as SMART goals related to student outcomes and achievement (45%).
  3. Data regarding whole-school indicators of teacher/peer practice (10%) and student learning (5%).
  4. Data needed, including types of data and processes for collection and analysis.
  5. Use of the digital evaluation system..

#### 2. Initial Conference – by October 15 (Non-Tenured) or November 15 (Tenured):

- Teacher Reflection—In advance of the initial conference, the teacher will examine data related to current students’ performance (including, but not limited to: standardized tests, unit assessments, portfolios and other samples of student work appropriate to teacher’s students, etc.). They will also review prior years’ evaluations, possible survey results, previous professional learning targets, and the Rubric for Effective Teaching. (First-year beginning teachers may find it helpful to reflect on their practice focus area with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing focus area.) Considerations are as follows:
  - a) **a practice focus area(s)** based on data from teacher reflection and review of a CCT Rubric. The rubric rating comprises 40% of the teacher’s summative evaluation rating;
  - b) **information about strategies to support the whole-school goal** (or SESS peer goal) as determined by the staff/administration and based on data from peer feedback (10%); and
  - c) **SMART goal(s)** to address student learning and achievement objectives. Achievement on these goals comprise 45% of a teacher’s summative evaluation; and
  - d) **strategies to support the whole-school goal related to student learning** (5%).

Examples of data that may be helpful for the initial conference:

<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessment Data</li> <li>• Summative Assessment Data</li> <li>• Student Work</li> <li>• Parent Communication Logs</li> <li>• Data Team Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Class List</li> <li>• Standardized and Non-Standardized Data (based on the teacher’s class)</li> <li>• School-Level Data</li> <li>• CCT Rubric</li> <li>• Survey Data</li> </ul>
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The teacher may collaborate in grade-level or subject-matter teams to support the goal or strategy-setting process.

- Goal Setting – No later than **October 15 (Non-Tenured) or November 15 (Tenured)** of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed SMART goal(s)/strategies in order to arrive at mutual agreement about them.

Evaluators will observe teacher practice in formal in-class observations, informal observations, and/or reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating. The evaluator will reference these observations and reviews of practice in conferences and summative reviews. The teacher will also collect evidence throughout the school year about his/her practice and student's learning.

### **3. Mid-Year Conference (by March 1):**

The evaluator and teacher will hold at least one mid-year conference. The discussion should focus on processes and progress toward meeting the SMART goal(s) and focus areas or strategies for developing one's practice. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They may also discuss actions that the teacher may take and supports the evaluator may provide to promote teacher growth.

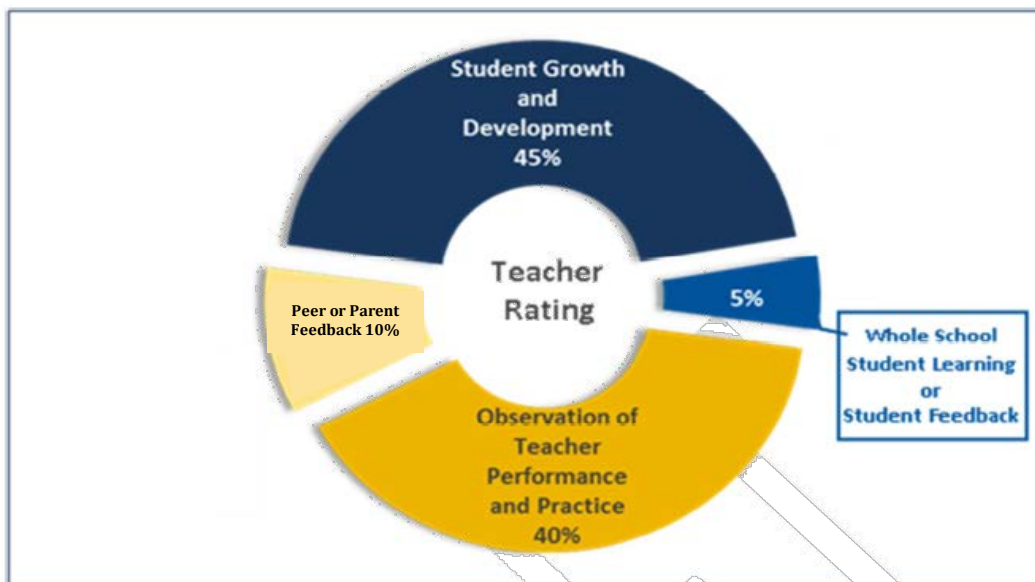
### **4. End-of-year summative review:**

- a. Teacher self-reflection (by May 15) - The teacher reviews and reflects on all information and data collected during the year. This may be a self-reflection that focuses specifically on the areas for development, referencing the CCT Rubric for Effective Teaching and SMART goal(s) and strategies established in the Goal Setting Conference. A self-reflection addresses all components of the evaluation plan and may include what the teacher learned throughout the year. One should also consider possible focus areas for future practice. (See Appendix A, Part III and Appendix K.)
- b. End-of-year conference - The evaluator and the teacher meet to discuss all the information collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goal(s), the work on strategies for whole school learning goal and the teacher's performance and practice.
- c. Summative Rating - Following the conference, the evaluator reviews all information, including observation data to generate category and focus area ratings. The four category ratings generate the final, summative rating using the summative rating matrix. (See Appendix K for Summative Conference Agenda/Questions Form)

A final rating may be revised if state test data are available after June 30. This must be done before September 15 of a school year.

# Connecticut Framework for Teacher Evaluation and Support

The CT Guidelines for Teacher Evaluation require districts to weigh the components of teacher's annual summative evaluations ratings as follows:



The four categories of indicators for identifying possible growth areas for teachers are:

- I. Teacher Performance and Practice Related Indicators
  - a. Growth in teacher performance and practice
  - b. Growth in interactions with peers
- II. Student Outcome Related Indicators
  - a. Growth in student learning
  - b. Growth in interactions with students

## Components of Teacher Evaluation

### Teacher Performance and Practice Related Indicators

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

- Teacher Performance and Practice, which counts for 40% of an evaluative rating; and
- Peer Feedback, which counts for 10%.

These categories will be described in detail in the following.

#### **CATEGORY 1: Teacher Performance and Practice (40%)**

Forty percent (40%) of a teacher's evaluation will be based on observations of teacher performance and practice, using the CCT Rubric for Effective Teaching or other CCT derived rubrics such as the Student Educator and Support Specialist (SESS) rubric.

#### **CCT Rubric Development**

The CCT Rubric for Effective Teaching or other derived rubrics, which observers will use in conducting teacher observations and reviews of practice, were developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the domains and indicators that comprise the CCT. They also reviewed relevant research on effective instructional practices and models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The CCT Rubrics represent a distillation of each of these resources into essential elements that are crucial to effective practice and can be observed and applied in appraisals of teachers.

Key attributes of teacher performance and practice outlined in the CCT Rubrics are reflected in the descriptors of the indicators. This allows evaluators and teachers to understand how these attributes apply in practice, observations, and evaluation.

### Teacher Reflection on the CCT Rubrics

Teachers will use the CCT Rubrics to reflect on their own practices and their impact on student performance. Based on that reflection, teachers may choose specific areas of practice for improvement. These focus areas will guide their own professional learning and improvements in practice. Improvement in these areas will ultimately promote student growth and achievement of student outcome goals. Improvement in these areas should result in improvements in teacher knowledge and skills which will necessarily impact their rating(s) on the CCT Performance and Practice Rubric.

### Data Gathering Process

Sources of Data to Inform the Teacher Performance and Practice Rating (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all domains <ul style="list-style-type: none"> <li>• Conversation and artifacts that reveal the teacher has an understanding of content, students, strategies, and use of data</li> <li>• Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for teachers to demonstrate cause and effect thinking.</li> <li>• Provides opportunities for the evaluator to learn content, systems effectiveness, and priorities for professional learning</li> <li>• Provides a context for observations and evaluation</li> </ul>
In-class observations	Data related to Domains 1 and 3 <ul style="list-style-type: none"> <li>• Teacher-student, student-student conversations, interactions, activities related to student learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher’s ability to improve student learning and promote growth</li> </ul>
Non-classroom reviews of practice	Data related to Domain 2 and 4 <ul style="list-style-type: none"> <li>• Teacher reflection, as evidenced in pre- and post-conference data.</li> <li>• Engagement in professional development opportunities, involvement in action research.</li> <li>• Collaboration with colleagues</li> <li>• Teacher-family interactions</li> <li>• Ethical decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</li> </ul>

Evaluators will use the CCT Rubrics to guide data collection from teacher conferences, classroom observations and reviews of practice.

### Observations of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in their schools. Feedback from observations provide individual teachers with insights regarding the impact of their content knowledge, management, planning, instruction, assessment and professional practices. Observations help teachers gain insights about their professional practice and its impact on student learning.

Formal observations, informal observations, and reviews of practice are considered a normal part of the evaluator’s job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. After the first year, administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

### Implementation

- In year one of implementation, 50% of classroom teachers previously evaluated as competent will receive at least two in-class formal observations and one review of practice. Each of the observations will include pre-conferences and post-conferences with timely feedback. Reviews of practice will occur for all teachers.
- In year two, 50% of the remaining teachers who are new to the evaluation protocol will be observed in the same way as in the year one implementation while the initial 50% will enter the protocol designed for their teacher evaluation rating from the first year of implementation.
- Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their needs, but no fewer than three formal observations. Two of the three observations will include a pre-conference and three will include a post-conference with timely written and verbal feedback.



- Teachers who receive a performance evaluation designation of Effective or exemplary will receive a combination of one formal observation (with a pre-observation conference and post-observation conference) every three years. In each of the intervening years, an observation or observations will take place totaling at least thirty minutes and including written or verbal feedback. A review or reviews of practice will take place every year.

### Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
<b>FIRST YEAR OF PROGRAM IMPLEMENTATION</b>		
<b>All Teachers Year One</b>	Two formal observations and a minimum of one review of practice	All formal observations must have pre- and post-conference
<b>SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND</b>		
<b>1<sup>st</sup> and 2nd Year Teachers  Teachers Designated Below Standard or Developing  New Tolland Employees</b>	Three in-class formal observations	Two must have pre-conferences, all must have post-conferences.
<b>Teachers designated as Effective or Exemplary</b>	One formal observation (with a pre-observation conference and post-observation conference) every three years. In each of the intervening years, an observation or number of observations will take place totaling more than thirty minutes and including written or verbal feedback. One or more reviews of practice will take place every year.	The formal observation must have pre and post-conferences.  Informal observations will include written or verbal feedback.

## **Evaluator Training and Proficiency**

Formal observations of classroom practice are guided by the domains and indicators of the CCT Rubric. Evaluators participate in training and demonstrate proficiency in the use of the rubric. Training is conducted regularly to ensure consistency and high-quality application of the rubric in the observation and evaluation process.

After the first year of implementation, all evaluators new to Tolland will be required to participate in proficiency training and evaluation support sessions. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed.

### **CATEGORY 2. Peer Feedback (10%)**

Ten percent (10%) of a teacher's evaluation shall be based on achievement of individually developed strategies to reach a collective peer goal. The following steps will be accomplished:

1. Information about collective practices will be anonymously gathered by teachers using a whole building screen. For non-classroom teachers a peer practice analysis will take place.
2. Since the building screen mirrors the CCT Rubric for Effective Teaching, teachers will become familiar with the rubric through the whole building screen and through professional development and observation of their practice.
3. A practice goal from the building screen's anonymous peer feedback or the goal derived from the peer practice analysis for non-classroom teachers will be agreed upon by the appropriate teachers and administrators.
4. Teachers will meet individually with their evaluator and develop strategies to contribute to achieving the peer goal.
5. Information about strategies to achieve this goal will be gathered throughout the school year.
6. An anonymous screen and/or analysis of peer practices will again take place at the end of the school year to determine if progress has taken place. Individual data from the building screen will in no way affect the individual teacher's evaluation.
7. Teachers are individually evaluated for this 10% part of their evaluation based on the achievement of their strategies to support this goal. They will be evaluated using the following rubric.

<b>Exemplary 4</b>	<b>Effective 3</b>	<b>Developing 2</b>	<b>Below Standard 1</b>
Exceeded	Met	Partially Met	Did Not Meet

## **Student Growth and Development Indicators**

### **CATEGORY 3: Student Outcomes and Achievement (45%) Option 1**

Teachers are required to develop one or more Student Learning Objectives (SLOs) or SMART goals related to student growth and development. Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by the SMART goal(s). Goal(s) need to be aligned with standardized and/or standards-based measures.

For those teaching state tested grades and subjects, SLOs or SMART goals need to be developed based on an analysis of results of student achievement on the appropriate state test (if it is determined by the state that it is required) and another standardized assessment, if available. If nothing is available, the goals are based on standards-based measures which include unit assessments, assessments of student achievement of school-wide expectations for student learning, measures using analytic rubrics and/or student portfolios of examples of work

Teachers in non-tested grades and subjects may establish SLOs or SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests, from other standardized assessments where available, or other standards-based measures, which include unit assessments, assessments of student achievement of school-wide expectations for student learning, measures using analytic rubrics and/or student portfolios of examples of work

Starting in the 2014-2015 school year and for each goal/objective, each teacher through mutual agreement with his/her evaluator must select multiple indicators of academic growth and development to measure achievement of his/her goal. SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities and/or state/national standards. (see Appendix A - Part I for the SLO or SMART Goal components)

## Goal Setting

Tolland teachers' SLOs or SMART goals address the learning needs of their students and are aligned to the teacher's assignment. Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. So, for student growth and development to be measured for teacher evaluation purposes, a teacher's own assignment, students, and context will be taken into account.

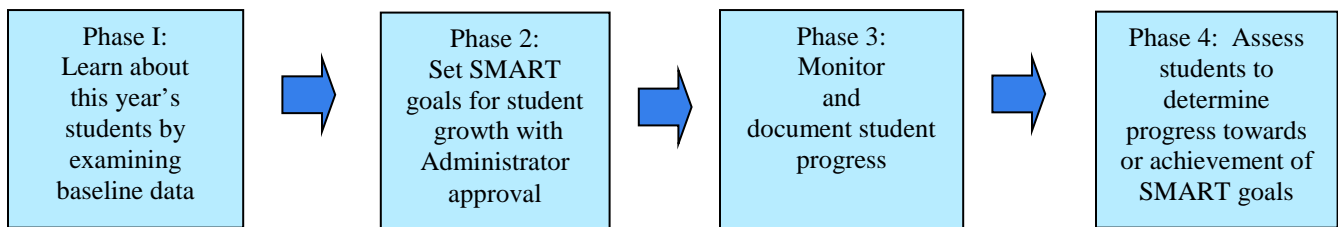
The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific/Strategic, Measurable, Attainable, Relevant, and Time-Bound. They are based on pre- and post- measures of the same students. (See Appendix A, Part I)

Each SMART goal will:

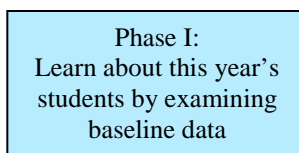
1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by teacher and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

## SMART Goal(s) and Student Progress

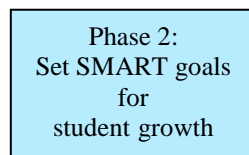
The following diagram illustrates the processes involved in establishing and assessing SLOs or SMART goal(s) for student learning.



### Explanation of Phases



To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required. Teachers must learn as much as they can about the students they teach and be able to document baseline data that they have used to determine their instructional focus. Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.



Each teacher will write one or two SMART goals. If one SMART goal is chosen, it must include a minimum of one standardized measure or indicator of success, where available, and one non-standardized measure.

If two SMART goals are chosen, each goal must have multiple indicators of success. One must have a standardized measure or indicator of success, where available.

The SMART goal(s) should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what assessment/indicator will be used to measure the targeted level of performance. The SMART goal(s) can also address student

subgroups, such as high- or low-performing students or ELL students. It is through the examination of student data that teachers will determine the focus and the level of performance to be targeted for their students.

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process for SMART goal(s) will take place during the Goal-Setting Conference on or before October 15 or November 15. To ensure that goals are as fair, reliable, valid, and useful to the greatest possible extent, evaluators will review and approve the SMART goal(s) based on the following criteria.

- **Focus:** Supporting the School Improvement Plan when feasible.
- **Priority of Content:** SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- **Rigor of SMART goal:** SMART goal is attainable, and establishes rigorous growth over a specified time period.
- **Analysis of Student Outcome Data:** SMART goal provides specific, measurable evidence of student learning.

Phase 3:  
Monitor and  
document  
Student progress

Once the SMART goal(s) are approved, teachers need to monitor progress toward achieving the indicators of success.

Teachers may measure and document progress through:

1. Examination of student work using rubrics
2. Administering assessments and isolating appropriate indicators
3. Tracking a student's accomplishments through "quick checks", checklists, etc.

Teachers may choose to share their interim findings with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference. This review may result in revisions to instructional strategies and/or materials or in a need for professional development. Teachers and evaluators may mutually agree to adjustments to the SMART goal(s) to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by March 1 of the academic year.

Phase 4:  
Assess students to  
determine progress  
towards or achievement  
of the SMART goal(s)

### Student Outcomes and Achievement

Teacher Responsibility – The teacher needs to review all information and data collected during the year and be prepared to review this with the evaluator. The teacher review may involve being prepared to:

1. Describe the results and evidence for goal achievement.
2. Describe what was done to produce these results.
3. Describe the personal learning that took place and how it will be used in the future.

End of Year Conference –The teacher and evaluator will discuss the extent to which the learning goals/objectives were met. They will analyze the data and review all other pertinent goal information. Using the four performance level designations shown in the table below, the evaluator will rate the extent of progress toward meeting the student learning goals/objectives.

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

<b>Exceeded (4)</b>	Exceeded SMART goal(s) by 10% margin or higher.
<b>Met (3)</b>	Met the SMART goal(s).
<b>Partially Met (2)</b>	Did not meet the SMART goal(s) by 10% margin.
<b>Did Not Meet (1)</b>	Did not meet the SMART goals by 11% or greater.

The final rating for Category 3: Student Outcomes and Achievement is the average of the two indicators of success. For example, if one indicator of success was Partially Met, for 2 points, and the other indicator of success was Met, for 3 points, the student growth and development rating would be  $[(2+3)/2]$  or 2.5.

The individual SMART goal ratings and the final Student Outcomes and Achievement rating will be shared with teachers before the end of the school year.

NOTE: For SMART goal(s) that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

### **Training for Teachers and Evaluators**

Creating SMART goal(s) involves making sure:

- Quality measures and indicators are used to determine student growth
- SMART goals fulfill all the parameters for a SMART goal
- SMART goals are rigorous
- The goal includes written plans that articulate the strategies and progress monitoring tools teachers will use to achieve their SMART goal(s)

All teachers and evaluators will receive training to ensure a knowledgeable approach to the creation and use of SMART goals and analysis and use of data. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

### **CATEGORY 3: Student Outcomes and Achievement (45%) – Option 2**

#### Student Outcomes and Achievement Category (45%)

Teachers may choose option #2 for their Category #3 goal either at the outset of the year or the mid-year (or semester) conferences allow for adjustments. Teachers are required to develop up to four Student Learning Outcomes (SLOs). These are SMART goals related to student growth and development. Forty-Five percent (45%) of a teacher’s evaluation will be based on achievement of the SLOs and the fulfillment of effective progress monitoring in relation to those SLOs. SLO(s) shall be aligned with standardized and/or standards based measures.

SLOs or SMART Goals need to be developed based on the past performance of students. Student progress on SLOs is used in conjunction with the TPS Progress Monitoring Matrix to evaluate teachers for a rating in Category 3. Multiple and varied assessments may be used as tools to ascertain student progress toward SLOs, including but not limited to formative assessments, unit assessments, standardized assessments (e.g. NWEA), school wide rubrics, analytic rubrics, and student portfolio assignments. Teacher’s support of student growth, use of assessments, use of interventions, engagement of stakeholders, and use of other resources to promote student performance are also important.

Each teacher will be evaluated in Category 3 through the sum of two methods: A group SLO goal (assigned a .25 weight) and on their student progress monitoring performance rating (assigned a .75 weight). First, each teacher through mutual agreement with their supervising administrator will develop a SLOs with specific indicators of academic growth, identified in this plan as Indicators of Success (IOS) based on a student’s progress. Successfully achieving the Indicators of Success, and thereby achieving success in the Student Learning Outcome, will provide for one part of a teacher’s successful completion of Category 3. The score will be on a rating

scale of 4 (Exceeding the SLO by 10% margin or higher), 3 (Met the SLO), 2 (Did not meet the SLO by 10% margin) or 1 (Did not meet the goal by margin more than 11% or greater) and will be assigned a weight of .25. For the second part of the Category 3 teachers will be rated on their execution of progress monitoring of student growth in the areas of support, assessment, intervention, stakeholder engagement, and resource utilization. To achieve the rating the teacher will choose a student or student(s) and provide artifacts to their evaluator throughout the year to demonstrate progress monitoring of the student and student growth on objectives. For the second part of the Category 3 rating the teacher will receive a score commensurate with the mode (or greatest number) of ratings on the TPS Progress Monitoring Matrix of student growth. For example, if a teacher receives more 3's than 4's on the attributes in the TPS Progress Monitoring Matrix, that teacher will receive an "Effective" rating on the second part of the Category 3 rating. The final Category 3 rating will be comprised of one, the SLO group goal and IOS achievement rating  $\times (.25)$  + two, the rating of individual student progress and progress monitoring  $\times (.75)$ . In this way a teacher may choose ambitious student growth goals, with additional weight being provided to the progress monitoring and individual student growth – honing teacher practice through both group and individually demonstrated student growth and progress monitoring, and emphasizing the support of student growth, using assessments, using interventions, engaging stakeholders, and using other resources.

The teacher will, for the student group selected as a focus for their SLOs and IOSs, also submit artifacts for the administrator to review both in the Mid-year and End of Year (or semester) conference(s). These artifacts, as well as Reviews of Practice or observations from Category I, will provide the supervisor evidence upon which to establish ratings. Forms are available in the Appendix.

### **Goal Setting**

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. As a result, for student growth and development to be measured for teacher evaluation purposes, a teacher's own assignment, students, and context will be taken into account.

The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific/Strategic, Measurable, Attainable, Relevant, and Time-Bound. A variety of assessments can be provided to students to determine progress but one must be a standardized measure where one is available and appropriate, and where the data is usable within the scope of the academic year to determine student growth.

### **SMART Goal(s) and Student Progress**

**Phase I:** Learn about your students this year by examining baseline data

**Phase II:** Set the Smart Goal(s) (Student Learning Outcomes with Indicators of Success to be fulfilled to achieve them). These SLO goals for student growth and progress and should be completed in cooperation with your administrator as the first part of your Category 3 Option 2 rating. The TPS Progress Monitoring Matrix will be used as a tool by the administrator to ascertain the fidelity of the progress monitoring and growth of individual students as the second part of the Option 2 Category 3 rating.

**Phase III.** Monitor and demonstrate evidence of progress, support growth, use assessments, implement interventions, engage stakeholders, access resources, and adjust to challenges in the process of helping students reach the established Student Learning Outcomes through as measured by the Indicators of Success identified. This evidence can be provided at Mid-Year, End-of-Year (or mid and end of semester) conferences, as well as collected by the evaluator through Reviews of Practice and/or other observations. Each SMART goal will:

- take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
- address the most important purposes of a teacher's assignment.
- align with school, district, and state student achievement objectives.
- take into account students' learning needs vis-à-vis relevant baseline data.
- consider Public School Information System (PSIS) factors.
- be mutually agreed upon by teacher and their evaluator.
- be fair, valid, reliable and useful to the greatest extent possible.

### **SMART GOAL (SLO & IOS) Development**

To write meaningful and relevant SMART goals, and execute progress monitoring that aligns to teaching assignments a thorough knowledge of the student population is necessary; data analysis is required. Teachers must learn as much as they can about the students they teach and be able to document baseline data that they have used to determine their instructional focus. Analysis of these initial pieces of data on incoming students for the year should be completed by **mid-September** of the academic year (**Phase I**).

Each teacher will write one or two SLO (SMART) goals that will demonstrate student growth and success. Assessment artifacts selected for review should include a variety of assessments that accurately and consistently represent student progress and growth. The SMART

goal should include at least one standardized measure that can be used for an indicator of success to determine whether student growth was achieved or not when it is available and appropriate for the subject area.

If two SLOs are chosen, each goal must have at least one indicator of success. One must have a standardized measure or indicator of success, where available. The SLOs should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what assessment/indicator will be used to measure the targeted level of performance. The SMART goal(s) can also address student subgroups, such as high- or low-performing students or ELL students. It is through the examination of student performance and growth on summative and progress monitoring measures that teachers will determine the focus and the level of performance to be targeted for their students.

Teachers will submit their SLOs (SMART goals) to their evaluator for review and approval. The review and approval process for SLOs will take place during the Goal-Setting Conference on or before October 15 or November 15 (**Phase II**). A review of what artifacts can be utilized as evidence of the execution of effective and exemplary progress monitoring as evaluated through the TPS Progress Monitoring Matrix and Form will be discussed at this time as well. To ensure that goals are as fair, reliable, valid, and useful to the greatest possible extent, evaluators will review and approve the SLOs based on the following criteria.

- **Focus:** Supporting the School Improvement Plan when feasible.
- **Priority of Content:** SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- **Rigor of SMART goal:** SMART goal is attainable, and establishes rigorous growth over a specified time period.
- **Analysis of Student Outcome Data:** SMART goal provides specific, measurable evidence of student learning.

Once the SMART goal(s) are approved, teachers need to monitor progress toward achieving the indicators of success and demonstrating effective and/or exemplary practices (**Phase III**) on the TPS Progress Monitoring Matrix as measured through an evaluation of artifacts on the TPS PMM Form (Appendix O).

Teachers may measure and monitor progress through:

4. Examination of student work using rubrics
5. Administering assessments and isolating appropriate indicators
6. Tracking a student's accomplishments through "quick checks", checklists, formative assessments, etc.
7. Adherence to the attributes of the TPS Progress Monitoring Matrix

Teachers may choose to share their interim findings with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year or Semester Conference. This review may result in revisions to instructional strategies and/or materials or in a need for professional development. Teachers and evaluators may mutually agree to adjustments to the SLOs to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by March 1 of the academic year, or Mid-Semester for High School Teachers teaching a semester class.

### **Student Outcomes and Achievement**

Teacher Responsibility – The teacher needs to review all information and data collected during the year and be prepared to review this with the evaluator. The teacher review may involve being prepared to:

4. Provide student(s) for which progress monitoring artifacts were collected in this school year to be used in providing ratings for the teacher on the TPS Progress Monitoring Matrix Form.
5. Provide and discuss artifacts representing student growth and achievement through the practice of progress monitoring.
6. Describe what was done to support student growth in the progress monitoring process.
7. Describe the personal learning that took place and how it will be used in the future.

End of Year Conference –The teacher and evaluator will discuss the extent to which the learning goals/objectives were met. They will analyze the data and artifacts and review all other pertinent goal information. The teacher's adherence to the attributes of the TPS Progress Monitoring Matrix will be the second consideration used to rate the demonstration of attributes that facilitated successful student performance and progress toward student learning goals/objectives.

Evaluators will first review the teacher's self-reflection and the result(s) of the SLO (SMART) goal(s) as illustrated in the table below and weight that rating at .25:

Score	Description
4	Exceeded the goal by 10% margin or higher
3	Met the goal
2	Did not meet the goal by 10% margin
1	Did not meet goal by margin more than 11% or greater

The evaluator will then review with the teacher the ratings s/he has derived from the TPS Progress Monitoring Matrix and form(s) for which artifacts were provided and evaluated during the year and at the mid-year/semester and end-of-year/semester conference. A rating of Below Standard (1), Developing (2), Effective (3), or Exemplary (4) will be provided to the teacher depending on the mode, or greatest frequency, of ratings in each attribute area, and then the mode of those ratings will be weighted at .75. The sum of the two ratings, SLOs(.25)+TPS Monitoring Rating (.75) will comprise the final Category 3 rating.

With regard to the SLOs, the final rating for Category 3: Student Outcomes and Achievement is the average of at least two indicators of success. For example, if one indicator of success was Partially Met, for 2 points, and the other indicator of success was Met, for 3 points, the student growth and development rating would be  $[(2+3)/2]$  or 2.5.

The individual SLO (SMART) goal ratings, the TPS Progress Monitoring Student Growth Goal form (Appendix N), and the final Student Outcomes and Achievement rating will be shared with teachers before the end of the school year.

### **Training for Teachers and Evaluators**

Creating SMART goal(s) involves making sure:

- Quality measures and indicators are used to determine student growth
- SMART goals fulfill all the parameters for a SMART goal
- SMART goals are rigorous
- The goal includes written plans that articulate the strategies and **progress monitoring tools** teachers will use to achieve their SMART goal(s)

All teachers and evaluators will receive resources to facilitate a knowledgeable approach to the creation and use of SMART goals and analysis and use of data. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

### **CATEGORY 4. Whole-School Student GOAL (5%)**

Five percent (5%) of a teacher’s evaluation shall be based on the student feedback portion of the Administrative “Stakeholder” survey. The following steps will be accomplished.

Grades 3 - 12

1. In grades 3 – 12, the student portion of the “Stakeholder” survey will be analyzed.
2. Tolland staff members, using information from the survey, will define and communicate a Whole School Student goal.
3. Teachers will meet individually with their evaluator and develop strategies to contribute to achieving the building student outcome goal.
4. Teachers are individually evaluated for this 5% part of their evaluation based on their achievement of strategies to support this goal.

Exemplary 4	Effective 3	Developing 2	Below Standard 1
Exceeded	Met	Partially Met	Did Not Meet



In Grades PK – 2

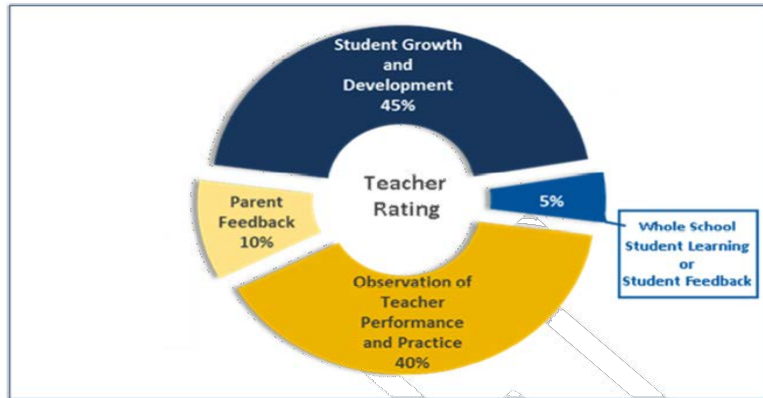
1. In grades PK - 2, the teachers will be surveyed to determine a collective student outcome they wish to improve. This may be related to the achievement of a PBIS student goal.
2. Tolland staff members, using information from the survey, will define and communicate a Whole School Student goal.
3. Teachers will meet individually with their evaluator and develop strategies to contribute to achieving the building student outcome goal.
4. Teachers are individually evaluated for this 5% part of their evaluation based on their achievement of strategies to support this goal. The following rubric will be used for this purpose.

<b>Exemplary 4</b>	<b>Effective 3</b>	<b>Developing 2</b>	<b>Below Standard 1</b>
Exceeded	Met	Partially Met	Did Not Meet

# Summative Teacher Evaluation Scoring

## Summative Scoring

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



Every educator will receive one of four performance ratings:

- Exemplary** – Substantially exceeding indicators of performance. Teachers acquiring this designation are models of practice.
- Effective** – Meeting indicators of performance. Teachers acquiring this designation are excellent teachers.
- Developing** – Meeting some indicators of performance but not others. These teachers are those with targeted professional needs)
- Below standard** – Not meeting indicators of performance. Teachers with this designation are novice teachers or teachers in need of improvement.

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Peer Feedback score
2. Calculate a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-School Student Goal score
3. Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1. Calculate a Teacher Practice rating by combining the observation of teacher performance and practice score and the peer feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and peer feedback counts for 10% of the total rating. These weights are multiplied by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below. For example, if the teacher’s rubric rating is 2.8 and their feedback goal three, they would achieve the following.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Peer Feedback	3	10	30
<b>Total Teacher Practice Related Indicators Points</b>			<b>142</b>

### Rating Table

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

- Calculate a Student Outcomes rating by combining the student growth and development score and whole-school student goal score.

The student growth and development category counts for 45% of the total rating and the whole-school student goal counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below. In this example, two SMART goals were rated, 3 for one and 4 for the other, for an average of 3.5. The strategy rating for the student feedback was 3.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SMART goals)	3.5	45	158
Whole School Student Feedback Strategies	3	5	15
<b>Total Student Outcomes Related Indicators Points</b>			<b>173</b>

**Rating Table**

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

- Use the Summative Matrix to determine Summative Rating

To determine the summative rating, the following chart is used. For the example provided, the Teacher Practice Related Indicators rating is Effective and the Student Outcomes Related Indicators rating is Effective. The summative rating is therefore Effective. If the two focus areas are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator may want to examine the data and gather additional information.

Summative Rating Matrix		Teacher Practice Related Indicators Rating			
		Exemplary	Effective	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Effective	Effective	Developing
	Effective	Effective	Effective	Developing	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

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

# Summative Evaluation Report

The evaluator completes the Summative Evaluation Report (Appendix D) and the educator is rated as (See Appendix J for method of calculation):

**Exemplary** – Substantially exceeding indicators of performance. Teachers acquiring this designation are models of practice.

**Effective** – Meeting indicators of performance. Teachers acquiring this designation are excellent teachers.

**Developing** – Meeting some indicators of performance but not others. These teachers are those with targeted professional needs)

**Below standard** – Not meeting indicators of performance. Teachers with this designation are novice teachers or teachers in need of improvement.

The Summative Evaluation Report takes into account factors influencing the achievement of goals that are beyond the control of the staff member being evaluated, such as the availability of materials, resources, space and other environmental concerns.

A teacher who receives an “Exemplary” or “Effective” rating proceeds with the regular evaluation/growth cycle. If a teacher’s overall performance is rated as “Below Standard,” the administrator must create an individual teacher Intensive Assistance Plan (IAP). If the teacher is rated “Developing” where one of the Practice or Outcome ratings is “Below Standard,” the administrator must create an “Area for Extensive Growth” plan. If there are two “Developing” ratings (Practice and Outcome), the evaluator may monitor the teacher and choose not to create an Extensive Growth Plan. Plans may be developed in consultation with the teacher and his/her bargaining representative. Improvement and remediation plans must:

- Identify resources, support and other strategies to be provided to address documented deficiencies
- Indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and
- Include a summative rating of Effective or better at the conclusion of the improvement and remediation plan.

## Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential “Effective” ratings, one of which must be earned in the fourth year of a novice teacher’s career. A non-tenured teacher who has been rated “Below Standard” will be given up to 45 days to achieve a “Developing” status. A “Below Standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth and the status of “Developing” later in year one and two sequential “Effective” ratings in years three and four. Pending contract stipulations, the Superintendent shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

Novice Teacher – Below Standard or Developing – means to Proficiency:

D D P P or D P P P - Effective

BS - 45days to D - D P P or P P P - Effective

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential “Developing” ratings or one “Below Standard” rating at any time. A tenured teacher may receive an overall rating of “Developing” for only two years. If they have not achieved Proficiency by that time they must be placed on an Extensive Growth Plan. A tenured teacher who has received the status of “Below Standard” will be placed on an Extensive Growth Plan for a maximum of 90 days. If they have not moved to “Developing” at the end of 90 days, they will be put on an Intensive Assistance Plan for a maximum of 45 days. If a dismissal is warranted, notification will be made to the educator in writing by April 1.

Tenured Teacher – Below Standard or Developing – Leading to Growth and Proficiency

D D → Ineffective – Extensive Growth Plan – P

BS → Ineffective - Extensive Growth Plan for 90 days -- D, D P P or P P P

Tenured Teacher – Below Standard or Developing – Leading to Dismissal

D D → Ineffective – Extensive Growth Plan – D

BS – Extensive Growth Plan for 90 days — still BS – Intensive Assistance Plan for 45 days – still BS - Dismissal (April 1)

## Dispute Resolution Process

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

## **Plans for Teachers in Need of Extensive Growth or Intensive Assistance**

### **Extensive Growth Plan\***

(See Appendix E)

When an administrator determines, at any time during an evaluation cycle of a tenured teacher, that a teacher is having notable difficulty demonstrating the knowledge and/or skills described in the job description, skill delineated in the teacher evaluation plan and/or skills on the tenured teacher evaluation rubric, the teacher may be put on an Extensive Growth Plan. The administrator will:

1. meet with the teacher and outline in writing the areas of concern. A teacher may request that there be an evaluation team to assist with the implementation of the supervised growth plan.
2. develop a written growth support plan which will include:
  - a. observable objectives for improvement;
  - b. a plan of action to meet these objectives;
  - c. a plan of action for the administrator to assist the teacher to meet the objectives;
  - d. a reasonable timeline not to exceed ninety (90) days, and
  - e. observable means for verifying achievement of the objectives.
3. require the teacher to participate in conferences and/or observations.

At the completion of the Extensive Growth Support timeline, the administrator will evaluate whether the teacher has successfully met the established objectives. The administrator then has two additional options:

1. Should the administrator decide that sufficient progress has been made toward meeting the established objectives, the teacher will be returned to his/her regular evaluation program cycle as effective.
2. If insufficient progress is made, the teacher will be placed on an Intensive Assistance Plan in an effort to continue providing support to the teacher.

### **Intensive Assistance\***

(See Appendix F)

The Intensive Assistance Plan is intended to provide the necessary help for the tenured teacher to meet the requirements of his/her position. Tenured personnel who exhibit marginal performance in some aspect of the job description, in the teacher evaluation plan, or with a skill identified on the tenured teacher evaluation rubric may be assigned to the Intensive Assistance Program (IAP).

The principal will provide the teacher with the following information, in writing:

1. a statement of the objective(s) to be accomplished with the expected level(s) of performance
2. a statement defining the amount and kind of assistance and the frequency of observations and conferences; a written and oral report of the observation shall be given to the teacher within three days of an observation.
3. a timeline not to exceed forty-five (45) consecutive school days; when the timeline has expired, the principal may assign the teacher to the Extensive Growth phase of the evaluation plan. Continuation of IAP status may result in termination of employment. Personnel assigned to IAP are fully protected by due process rights as provided by Connecticut General Statutes.

The teacher may request an additional certified supervisory staff member from the present Tolland supervisory staff to provide assistance and support, and also provide the principal with data relative to the achievement of specified objectives.

### **Appeals Procedure for Teacher Evaluation Rating\***

1. Purpose  
The purpose of this appeals procedure shall be to find equitable solutions to disagreements between a teacher and administrator with regard to Teacher Evaluation Rating.
2. Time Limits
  - a. Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum. However, the time limits specified may be extended by written agreement of both parties.
  - b. "Days" shall mean school days, except during the summer when days will be week days.
  - c. If a teacher does not initiate the appeals procedure within five (5) days of the disagreement, the teacher shall be considered to have waived his/her right to appeal.
  - d. Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered.

### 3. Steps

- a. Within five (5) days of the initial appeal, the teacher will meet and discuss the matter with the evaluator. The purpose of this meeting is to attempt to resolve the matter informally.
- b. If the disagreement has not been resolved to the satisfaction of both parties, then another conference should be scheduled within five (5) days with the addition of another district administrator and an additional teacher representative whose purpose will be to help clarify areas of difference. They will facilitate dialogue and submit a written statement of the areas of difference to both parties involved within three days. Resolution may be made at this time.
- c. The party wishing to appeal further shall submit a request to the superintendent to review all pertinent materials. The superintendent shall meet with both parties within five (5) days and will render a final decision within (5) days.
- d. Regardless of the level of appeal or decision, the teacher has the right to submit a written rebuttal which will be placed in his or her permanent file.

If an appeal is being made, observations and evaluations by the principal or other administrator may continue.

\*Non-tenured teachers are not eligible for these plans.

## **Evaluation of the Teacher Evaluation Plan**

Additional revisions to the existing plan may be made at the discretion of the School Improvement Committee, with available input from superintendent, administrators, coordinators, department heads, specialists and teachers. The Tolland's Professional Learning and Evaluation Plan shall be reviewed each year and updates sent to the state.

## **Implementation of Plan**

It is the responsibility of the administration to maintain evaluation records, maintain personnel records, and inform each staff member of his or her status.

## **Dissemination of Plan**

At the beginning of the school year, the Professional Learning and Evaluation Plan shall be distributed on-line and/or through the faculty handbooks which may also be digital. A discussion of the plan shall be conducted annually by the building administrator with the staff. The School Improvement Committee will monitor adherence to the plan throughout the school year.

# **Appendices\***

**Appendix A. Team and Individual SLO or SMART Goal Forms**

**Appendix B. Informal Observation**

**Appendix C. Formal Observations**

**Appendix D. Summative Evaluation Reports**

**Appendix E. Extensive Growth Support**

**Appendix F. Intensive Assistance**

**Appendix G. Evaluation of Non-Classroom Certified Staff**

**Appendix H. Teacher Evaluation Rubric**

**Appendix I. Workshop Attendance**

**Appendix J. Calculating Teacher Evaluation Ratings**

**Appendix K. Goal Setting Conference**

**Appendix L. Whole Building Screen of Instructional Practices**

**Appendix M. Goal Form, Sample Goals, and Informational Presentation**

**Appendix N. FORMS for Option 2 for Category 3 (45%) Student Performance and Practice**

**Appendix O. Progress Monitoring Matrix**

\*Forms serve as examples and are subject to revision and adaptations as necessary.



## **Appendix A. Team and Individual SLO or SMART Goal Forms**

# Goal Form

**Teacher Performance and Practice – 40%:** Considering the *CCT Rubric for Effective Teaching*, what domain/indicator do you intend to focus on this year? How do you plan to address this in coming year? What resources do you intend to access to improve your practice?

**Peer Feedback Goal – 10%:** Our whole school peer feedback goal is: \_\_\_\_\_. What can you specifically do this year to help achieve this goal?

**Whole School Student Goal – 5%:** Our whole school student goal is: \_\_\_\_\_. What specific strategies will you employ to contribute to the improvement in these areas?

## **GOAL #1:**

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**  
**Please go to Appendix M for the form, guiding presentation, and sample goal documents**

## **GOAL #2:**

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**  
**Please go to Appendix M for the form, guiding presentation, and sample goal documents**

### **GOAL #3:**

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**  
**Please go to Appendix M for the form, guiding presentation, and sample goal documents**

## GOAL #4:

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**  
**Please go to Appendix M for the form, guiding presentation, and sample goal documents**



## **Appendix B. Informal Observations**



**Tolland Public Schools**  
**Informal Observation/Review of Practice Report**  
(optional)

Time Arrived \_\_\_\_\_  
Time Departed \_\_\_\_\_  
Total: \_\_\_\_\_

Teacher \_\_\_\_\_  
School \_\_\_\_\_  
Grade/Subject \_\_\_\_\_  
Date \_\_\_\_\_  
# of Students \_\_\_\_\_

The intent of this form is to provide a narrative that describes what was taking place in the informal observation/review of practice - the planning, instruction, assessing and adjusting and/or professional responsibilities of the teacher.

---

**SIGNATURES:** The signing of this form indicates only an awareness of its contents.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

## **Appendix C. Formal Observations**

## Pre-Observation Plan for Classroom Teachers

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date of lesson \_\_\_\_\_

**Directions:** This plan should be completed by the teacher and provided to the evaluator at least 24 hours prior to the Pre-Observation Conference and the formal observation. The CSDE does not recommend use of this form for everyday planning purposes.

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

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

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

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

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

**Assessment:** How will you ask students to demonstrate mastery of the learning objective(s)? *Attach a copy of any assessment materials you will use, along with assessment criteria.* What data or evidence of student learning will be collected through the assessment? What are your criteria for success? How do you monitor student progress toward achieving the lesson objectives?

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

### **Lesson Development/Instructional Strategies**

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.
- Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.
- How do you know that the strategies/tasks/questions are appropriately challenging for the students?
- How will students be engaged in problem-solving or critical thinking?

**Appropriate Levels of Challenge:** Do you anticipate any student misconceptions, misunderstandings, or challenges? How will you address them?

### **Students Needing Differentiated Instruction:**

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

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

#### **Which students do you anticipate may struggle with the content/learning objectives of this lesson?**

*List the student initials, evidence that the student needs differentiated instruction, and how you would differentiate to support the student's learning in this lesson.*

#### **Which students will need opportunities for enrichment/higher level of challenge?**

*List the student initials, evidence that the student needs differentiated instruction, and how you would differentiate to support the student's learning in this lesson.*

## Post-Observation Reflection

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

**Directions: This reflection may be completed by the teacher and provided to the evaluator prior to or recorded with the evaluator during the Post-Observation Conference.**

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

*Please bring several student work samples to review with your evaluator in the post-observation conference.*

## **Appendix D. Summative Evaluation Reports**

## Tolland Public Schools Classroom Teacher Summative Evaluation Report

Teacher's Name \_\_\_\_\_

Grade/Subject \_\_\_\_\_

School Year \_\_\_\_\_

The following checklist is the summative assessment of professional performance.

Definitions and Codes:

- Exemplary (4)** – Substantially exceeding indicators of performance
- Effective (3)** – Meeting indicators of performance
- Developing (2)** – Meeting some indicators of performance but not others
- Below Standard (1)** - Not meeting indicators of performance

### I. Category #1 Teacher Performance and Practice (40%)

Domain 1. Classroom Environment, Student Engagement and Commitment to Learning	Rating 1-4	Weighting	Weighted Score
1a. Positive learning environment			
1b. Standards of behavior			
1c. Maximizing instruction time			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 2. Planning for Active Learning</b>			
2a. Aligns instructional content with standards, builds on students' prior knowledge and provides for appropriate level of challenge			
2b. Strategies to engage students in the content			
2c. Assessment strategies to monitor progress			
<b>AVERAGE</b>		<b>.25</b>	
<b>Comments: (Optional)</b>			
<b>Domain 3. Instruction for Active Learning</b>			
3a. Implementing instructional content for learning			
3b. Leads student to construct new learning			
3c. Assessing student learning, providing feedback to students, and adjusting instruction			
<b>AVERAGE</b>		<b>.40</b>	
<b>Comments: (Optional)</b>			
<b>Domain 4. Professional Responsibilities and Teacher Leadership</b>			
4a. Engaging in continuous professional learning			
4b. Collaboration to develop and sustain a professional learning environment			
4c. Working with colleagues, students and families			
<b>AVERAGE</b>		<b>.15</b>	
<b>Comments: (Optional)</b>			
<b>Overall Rating</b>			

Rating \_\_\_\_\_

Comments:

### II. Category #2 Peer Feedback (10%)

Check appropriate box:

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Rating \_\_\_\_\_

Comments:

## Practice Rating

Category I. Rating = \_\_\_\_\_ x 40 = \_\_\_\_\_

Category II. Rating = \_\_\_\_\_ x 10 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

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

### III. Category #3 Student/Educator Growth and Development (45%)

SMART Goal 1 - \_\_\_\_\_

Indicator Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Comments:

SMART Goal 2 - \_\_\_\_\_

Indicator 1 Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Average Rating \_\_\_\_\_

Comments:

### IV. Category #4 Whole School Student Goal (5%)

Goal Rating \_\_\_\_\_

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Comments:



## Outcome Rating

Category III. Rating = \_\_\_\_\_ x 45 = \_\_\_\_\_

Category IV. Rating = \_\_\_\_\_ x 5 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

Student Outcome Indicator Points	Student Outcome Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

Summative Rating Matrix		Teacher Practice Related Indicators Rating			
		Exemplary	Effective	Developing	Below Standard
Student Outcomes Related Indicators	Exemplary	Exemplary	Effective	Effective	Developing
	Effective	Effective	Effective	Developing	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

## Overall Rating

\_\_\_\_\_

Comments:

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## Tolland Public Schools Specialists Summative Evaluation Report

Teacher's Name \_\_\_\_\_

Grade/Subject \_\_\_\_\_

School Year \_\_\_\_\_

The following checklist is the summative assessment of professional performance.

Definitions and Codes:

- Exemplary (4)** – Substantially exceeding indicators of performance
- Effective (3)** – Meeting indicators of performance
- Developing (2)** – Meeting some indicators of performance but not others
- Below Standard (1)** - Not meeting indicators of performance

### I. Category #1 Specialist Performance and Practice (40%)

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning	Rating 1-4	Weighting	Weighted Score
2a. Promoting a positive climate that is responsive, respectful and equitable			
2b. Promoting student engagement and shared responsibility for learning			
2c. Promoting appropriate standards of behavior			
2d. Promoting efficient routines and transitions to maximize service delivery			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 3. Planning for Active Learning</b>			
3a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge			
3b. Planning assessment and prevention/intervention strategies to actively engage student(s)			
3c. Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 4. Instruction for Active Learning</b>			
4a. Delivery of services			
4b. Leading students to construct new learning through use of prevention/intervention strategies			
4c. Monitoring student learning, providing feedback to students and adjusting service delivery			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 5. Assessment for Learning</b>			
5a. Formative and summative assessment for learning			
5b. Assessment criteria and feedback to improve student performance and responsibility for learning			
5c. Comprehensive data analysis, interpretation and communication			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Domain 6. Professional Responsibilities and Teacher Leadership</b>			
6a. Engaging in continuous professional growth to impact services and student progress			
6b. Collaborating to develop and sustain a professional learning environment to support services and student progress			
6c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning			
6d. Conducting oneself as a professional			
<b>AVERAGE</b>		<b>.20</b>	
<b>Comments: (Optional)</b>			
<b>Overall Rating</b>			

Rating \_\_\_\_\_

Comments:

**II. Category #2 Peer Feedback (10%)**

Check appropriate box:

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Rating \_\_\_\_\_

Comments:

**Practice Rating**

Category I. Rating = \_\_\_\_\_ x 40 = \_\_\_\_\_

Category II. Rating = \_\_\_\_\_ x 10 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

Specialist Practice Indicators Points	Specialist Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

**III. Category #3 Student/Educator Growth and Development (45%)**

SMART Goal 1 - \_\_\_\_\_

Indicator Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Comments:

SMART Goal 2 - \_\_\_\_\_

Indicator 1 Rating \_\_\_\_\_

- Exceeded the goal (4)
- Met the goal (3)
- Partially Met the goal(2)
- Did not meet the goal(1)

Average Rating \_\_\_\_\_

Comments:

#### IV. Category #4 Stakeholder Goal Strategies

Goal Rating \_\_\_\_\_

- Exceeded Achievement of the targeted strategies (4)
- Met the strategies set forth (3)
- Partially Met the strategies(2)
- Did not meet the strategies(1)

Comments:

**Outcome Rating**

Category III. Rating = \_\_\_\_\_ x 45 = \_\_\_\_\_

Category IV. Rating = \_\_\_\_\_ x 5 = \_\_\_\_\_

Total = \_\_\_\_\_

Practice Rating = \_\_\_\_\_

Student/Educator Outcome Indicator Points	Student/Educator Outcome Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

<b>Summative Rating Matrix</b>		<b>Teacher Practice Related Indicators Rating</b>			
		Exemplary	Effective	Developing	Below Standard
Student Outcomes Related Indicators	Exemplary	Exemplary	Effective	Effective	Developing
	Effective	Effective	Effective	Developing	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

**Overall Rating**

\_\_\_\_\_

Comments:

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix E. Extensive Growth Support**

**Extensive Growth Support Plan/Goal Worksheet**

**Extensive Growth Support Action Plan**

**Extensive Growth Support Status Report**

**Extensive Growth Support Summative Evaluation**

**Tolland Public Schools  
Extensive Growth Support Plan/Goal Worksheet**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The following are a list of goal(s) that are to be accomplished:**

The administrator and teacher will:

1. meet and outline in writing, the areas of concern. A teacher may request that his/her evaluation team assist with the implementation of the supervised Growth Support Plan.
2. develop a written support plan which will include:
  - a. observable objectives for improvement;
  - b. a plan of action to meet these objectives;
  - c. a plan of action for the administrator to assist the teacher to meet the objectives;
  - d. a reasonable timeline, and
  - e. observable means for verifying achievement of the objectives.
3. be required to participate in conferences and observations.

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Extensive Growth Support Action Plan**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

**Actions to be Taken:**

**Meeting Dates:**

**Indicators of Success:**

**Resources in Place:**

**Resources/Professional Development Needed:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Extensive Growth Support Status Report**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's Comments:**

---

**Evaluator's comments on progress towards goal(s):**

---

**Evaluator's current recommendations:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Tolland Public Schools  
Extensive Growth Support Summative Evaluation**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

---

**Summative Evaluation of Action Plan:**

---

**Evaluator's Comments:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Signature:** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Receipt of Notice:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Evaluatee's Signature)

## **Appendix F. Intensive Assistance**

**Intensive Assistance Plan/Goal Worksheet**  
**Intensive Assistance Action Plan**  
**Intensive Assistance Status Report**  
**Intensive Assistance Summative Evaluation**

**Tolland Public Schools  
Intensive Assistance Plan/Goal Worksheet**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The following are a list of goal(s) that are to be accomplished:**

The teacher with administrative assistance will:

1. meet and outline in writing, the areas of concern. A teacher may request that his/her evaluation team assist with the implementation of the supervised Intensive Assistance Plan.
2. develop a written support plan which will include:
  - a. observable objectives for improvement;
  - b. a plan of action to meet these objectives;
  - c. a plan of action for the administrator to assist the teacher to meet the objectives;
  - d. a reasonable timeline, and
  - e. observable means for verifying achievement of the objectives.
3. be required to participate in conferences and observations.

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Intensive Assistance Action Plan**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

**Actions to be Taken:**

**Meeting Dates:**

**Indicators of Success:**

**Resources in Place:**

**Resources/Professional Development Needed:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Intensive Assistance Status Report**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's Comments:**

---

**Evaluator's comments on progress towards goal(s):**

---

**Evaluator's current recommendations:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tolland Public Schools  
Intensive Assistance Summative Evaluation**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Goal(s):**

---

**Summative Evaluation of Action Plan:**

---

**Evaluator's Comments:**

**Response Attached:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Signature:** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Receipt of Notice:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Evaluatee's Signature)

## **Appendix G. Evaluation of Specialists Staff**

## **Tolland Public Schools**

### **School Counselor Possible Areas for Observation**

#### **Counseling**

- Assisting students in developing decision-making skills
- Demonstrating knowledge of family development
- Employing knowledge of career development
- Making appropriate student referrals
- Demonstrating the ability to provide individual counseling and/or group counseling to target populations
- Demonstrating ability to initiate counseling relationships with students
- Displaying respect for the rights and unique characteristics of students
- Counseling students in their adjustment to a new school
- Creating a counseling environment which fosters feelings of acceptance and empathy
- Demonstrating sensitivity to multicultural issues in counseling
- Assisting with the transition from school to school
- Providing interventions and support in crisis situations
- Assisting student in making schedule adjustments
- Providing information and guidance in selecting post-secondary options

#### **Individual Planning**

- Providing a systematic approach to individual planning using academic, career, and personal information

#### **Consulting**

- Providing counseling perspective and relevant information to other school departments
- Assisting instructional personnel in relating subject matter to career development
- Sharing information relative to post secondary planning
- Participating in the Special Education and Section 504 process as required
- Sharing background information pertinent to student performance with appropriate parties
- Providing counseling perspective in the development of school initiatives
- Employing mediation skills with the school population
- Contributing expertise to the development and implementation of district wide policies and procedures
- Planning and delivering parent programs
- Interpreting test scores and career inventory information to target populations
- Sharing information on school choice options
- Sharing general information related to family development
- Providing information on the selection of post-secondary education and training

#### **Coordinating**

- Coordinating or assisting in the coordination of the services and activities of the school counseling program
- Coordinating or assisting in the coordination of community resources related to the services and activities of the school counseling program
- Developing cooperative working relationships between the school and community agencies and businesses
- Coordinating or assisting in the coordination of school resources to ensure the provision of school counseling information to target populations
- Initiating communication between the school counseling department and home
- Facilitating the provision of career and vocational information to all students
- Collaborating with members of the instructional staff to maximize the academic experience for students
- Serving as a liaison among students, parents, teachers and support personnel
- Coordinating or assisting in the coordination of programs for student and parents for the transition from school to school



### **Managing Curriculum**

- ❑ Demonstrating knowledge of the school counseling topics presented
- ❑ Assisting in the development, evaluation and revision of the school counseling curriculum
- ❑ Addresses the goals and objectives in units of instruction
- ❑ Employing a variety of teaching strategies when delivering curriculum
- ❑ Promoting a positive learning environment
- ❑ Facilitating the instructional process by using school and community resources
- ❑ Collaborating with classroom teacher in delivery of the school counseling curriculum

### **Professional Responsibility**

- ❑ Working collaboratively with school administrators and colleagues
- ❑ Working with administrators and colleagues to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed
- ❑ Demonstrating responsibility for self-growth, professional improvements, ongoing self-evaluation
- ❑ Serving as a leader in the school community
- ❑ Contributing constructively to committees, faculty meetings, and other school system groups
- ❑ Keeping necessary records and making needed reports for the benefit of students

**Tolland Public Schools  
Formal Observation Conference Form  
Pre-Observation School Counselors**

Counselor:

School:

Observation Date:

Time:

1. What is the major focus of the session (refer to formal observation form)?
  
  
  
  
  
  
  
  
  
  
2. How does this activity fit into the developmental counseling program (refer to formal observation form)?
  
  
  
  
  
  
  
  
  
  
3. What do I expect to take place and what is the expected outcome of the session?
  
  
  
  
  
  
  
  
  
  
4. How will I assess the outcome?

Optional:

Is there anything the evaluator needs to know about the session?

How can my evaluator assist me?

**Tolland Public Schools  
Formal Observation Conference Form  
Post-Observation School Counselors**

Counselor:

School:

Observation Date:

Administrator:

Post-Conference Date:

Directions: This form should be completed by the counselor and shared with the evaluator at the post-observation conference.

1. What went well in the session? How do you know?
  
  
  
  
  
  
  
  
  
  
2. Did anything occur during the session that was not anticipated? How did it have an effect on the planned outcome?
  
  
  
  
  
  
  
  
  
  
3. What did you learn from the session?
  
  
  
  
  
  
  
  
  
  
4. How will you use your analysis of the session to modify or adjust future sessions?
  
  
  
  
  
  
  
  
  
  
5. Following this session, what comes next as part of the developmental counseling program?
  
  
  
  
  
  
  
  
  
  
6. If you were to do this session again, would you do anything differently? Why?

**Tolland Public Schools  
Formal Observation Conference Form  
Pre-Observation Speech Language Pathologists**

Speech Language Pathologist:

School Year:

School/Assignment:

Administrator:

Observation Date:

Time:

Directions: This information should be completed by the speech language pathologist and shared with the evaluator at the pre-observation conference.

1. What is the major focus of the observation/lesson?
  
  
  
  
  
  
  
  
  
  
2. What outcomes do you have for participants? Are they the same for all participants? Why or why not?
  
  
  
  
  
  
  
  
  
  
3. What materials, strategies, and instructional activities will you use?
  
  
  
  
  
  
  
  
  
  
4. How will you assess that participants know and understand your intended outcomes?

Optional:

Is there anything the evaluator needs to know about the participants, students, or recent events?

My evaluator can assist me in this observation by collecting data on (specify):



## **Tolland Public Schools**

### **School Psychologists Possible Areas for Observation**

#### **Consultation**

- ❑ Collaborating with teachers, parents, and administrators to find effective solutions to learning and behavior problems
- ❑ Helping others understand child development and how it affects learning and behavior
- ❑ Strengthening working relationships among students, teachers, parents, and service providers in the community
- ❑ Interfacing with teachers, administration, and support service personnel through the Student Assistance Team
- ❑ Collaborating with administration regarding Planning and Placement Team (PPT) procedures and process
- ❑ Providing relevant literature to parents regarding child development and learning

#### **Coordination**

- ❑ Assisting in integrating information from the various specialties in order to develop an appropriate Individualized Education Plan (IEP) for each student during the PPT process
- ❑ Serving as PPT chair, as needed
- ❑ Using evidence-based research to develop and/or recommend effective interventions
- ❑ Providing in-service to school personnel regarding current topics in special education and Section 504

#### **Assessment**

- ❑ Reporting assessment results, orally and in writing, in a manner that promotes appropriate understanding and use, and maintains confidentiality requirements
- ❑ Assisting the team in determining special education and Section 504 eligibility
- ❑ Developing functional behavioral assessments to create behavior intervention plans
- ❑ Evaluating social, emotional, and behavioral development for Student Assistance Team, outside agencies, or physicians, as requested

#### **Intervention**

- ❑ Choosing goals and objectives that are educationally relevant, and developmentally appropriate
- ❑ Selecting appropriate strategies, techniques, and materials to support goals and objectives
- ❑ Providing mandated counseling to help resolve interpersonal or family problems that interfere with school performance
- ❑ Working directly with children and families to help resolve problems in adjustment and learning
- ❑ Providing training in social skills and anger management
- ❑ Developing, implements, and monitors behavior intervention plans
- ❑ Providing counseling for problems for non-identified students as requested
- ❑ Making appropriate referrals to other professionals/agencies for evaluation and services, and ensures follow-up

#### **Professional Responsibility**

- ❑ Working collaboratively with school administrators and colleagues
- ❑ Working with administrators and colleagues to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed
- ❑ Demonstrating responsibility for self-growth, professional improvements, ongoing self-evaluation
- ❑ Serving as a leader in the school community
- ❑ Contributing constructively to committees, faculty meetings, and other school system groups
- ❑ Keeping necessary records and makes needed reports for the benefit of students



**Tolland Public Schools  
Formal Observation Conference Form  
Post-Observation School Psychologists**

School Psychologist:

School Year:

School/Assignment:

Administrator:

Observation Date:

Directions: This form should be completed by the school psychologist and shared with the evaluator at the post-observation conference.

1. What went well? How do you know?
  
  
  
  
  
  
  
  
  
  
2. Did your participants achieve the outcomes you had planned? What evidence supports that they did?
  
  
  
  
  
  
  
  
  
  
3. Did anything occur during this observation that was not anticipated? How did it affect the planned outcome?
  
  
  
  
  
  
  
  
  
  
4. What, if anything, would you do differently? Why?
  
  
  
  
  
  
  
  
  
  
5. What did you learn from this experience that you can use in future experiences?



**Tolland Public Schools**  
**Curriculum Coordinator Possible Areas for Observation**

**I. Supervision**

- Working with all appropriate staff members on a timely basis to organize and direct a challenging program.

**II. Evaluation**

- Using data to evaluate programs and recommend changes
- Preparing reports on the status of programs.

**III. Inservice**

- Contributing to staff development by providing ongoing support to increase teacher competency.

**IV. Materials**

- Keeping up-to-date on materials and techniques
- Advising appropriate personnel on the selection materials.

**V. Instruction**

- Providing instructional support by modeling, providing workshops, and by supporting the use of methods and materials appropriate for program implementation.
- Serving as a resource and working with committees in developing, planning, revising, and evaluating curriculum and program.

**VI. Budget**

- Assisting in the budget process by providing appropriate purchase order information, and helping makes decisions about the best use of funds.
- Assisting with materials distribution and making sure that these materials are available.

**VII. Communications**

- Communicating with and serving as a resource for parents and the community through a variety of means.
- Meeting regularly with other coordinators and the Curriculum Director and maintaining liaisons with team leaders, grade level leaders, department chairs, building principals, and teachers.

### **VIII. Reflection and Continuous Learning**

- Seeking opportunities to grow professionally by drawing upon professional colleagues in other professional arenas to support reflection, to share experiences and to seek and provide feedback.
- Seeking opportunities to grow professionally by enriching his/her knowledge base about content, learners, pedagogy, technology, and the U.S. public school system through examination of the professional literature, participation in professional organizations and professional development seminars and graduate level coursework.

### **IX. Professional and Ethical Practice**

- Monitoring conduct to be professionally appropriate by abiding by a professional code of ethics and rules of conduct that govern sound educational practice; e.g. confidentiality, attendance.

## **Appendix H. Teacher Evaluation Rubrics**



# Common Core of Teaching (CCT) Rubric for Effective Teaching

## Key Instructional Competencies and Organization of the Rubric:

The **Connecticut Common Core of Teaching (CCT) – Foundational Skills (1999)**, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. State law and regulations link the CCT to various professional requirements that span a teacher’s career, including preparation, induction and teacher evaluation and support. These teaching standards identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach. The standards articulate the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges. The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. These competencies have long been established as the standards expected of all Connecticut teachers.

The **Common Core of Teaching (CCT) Rubric for Effective Teaching** is completely aligned with the CCT. The *CCT Rubric for Effective Teaching* will be used to evaluate a teacher’s performance and practice, which accounts for 40 percent of a teacher’s annual summative rating, as required in the **Connecticut Guidelines for Educator Evaluation** and the state model, the **System for Educator Evaluation and Development (SEED)**.

Because teaching is a complex, integrated activity, the domain indicators from the original CCT have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of a teacher’s practice. For the purpose of the rubric, the domains have also been renumbered. The **four domains and 12 indicators** (three per domain) identify the essential aspects of a teacher’s performance and practice:

Connecticut Common Core of Teaching (CCT)		CCT Rubric for Effective Teaching		Observed
<b>Domain 1</b>	* <b>Content and Essential Skills</b> , which includes the <b>Common Core State Standards</b> <sup>1</sup> and Connecticut Content Standards, must be demonstrated at the pre-service level, as a prerequisite to certification.	<b>*Demonstration at the pre-service level as a pre-requisite to certification and embedded within the rubric.</b>		
<b>Domain 2</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<b>Domain 1</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<i>In-class observation</i>
<b>Domain 3</b>	<b>Planning for Active Learning</b>	<b>Domain 2</b>	<b>Planning for Active Learning</b>	<i>Non-classroom observations/reviews of practice.</i>
<b>Domain 4</b>	<b>Instruction for Active Learning</b>	<b>Domain 3</b>	<b>Instruction for Active Learning</b>	<i>In-class observation</i>
<b>Domain 5</b>	* <b>Assessment for Learning</b>	<b>*Now integrated throughout the other domains</b>		
<b>Domain 6</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<b>Domain 4</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<i>Non-classroom observations/reviews of practice.</i>

<sup>1</sup>Text in **RED** throughout the document reflects **COMMON CORE STATE STANDARDS**

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs<sup>2</sup> of all students.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Rapport and positive social interactions</li> </ul>	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"> <li>Respect for student diversity<sup>3</sup></li> </ul>	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"> <li>Environment supportive of intellectual risk-taking</li> </ul>	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"> <li>High expectations for student learning</li> </ul>	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.

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

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

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Communicating, reinforcing, and maintaining appropriate standards of behavior</li> </ul>	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. <b>OR</b> Teacher seamlessly responds to misbehavior without any loss of instructional time.
<ul style="list-style-type: none"> <li>Promoting social competence<sup>4</sup> and responsible behavior</li> </ul>	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. <b>OR</b> Students are encouraged to independently use proactive strategies <sup>5</sup> and social skills and take responsibility for their actions.

<sup>4</sup>**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).

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

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1c. Maximizing instructional time by effectively managing routines and transitions.<sup>6</sup></b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Routines and transitions appropriate to needs of students</li> </ul>	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.	<ul style="list-style-type: none"> <li>Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.</li> </ul>

<sup>6</sup>**Routines** are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. **Transitions** are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

## 2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>7</sup> for all students. Attributes</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<ul style="list-style-type: none"> <li>Content of lesson plan<sup>8</sup> is aligned with standards</li> </ul>	Plans content that is misaligned with or does not address the <b>Common Core State Standards and/or other appropriate Connecticut content standards<sup>9</sup></b> .	Plans content that partially addresses <b>Common Core State Standards and/or other appropriate Connecticut content standards</b> .	Plans content that directly addresses <b>Common Core State Standards and/or other appropriate Connecticut content standards</b> .	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"> <li>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</li> </ul>	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 <b>appropriate level of challenge</b>	Aligns content of the lesson plan within the sequence of lessons and supports an <b>appropriate level of challenge</b> .	Plans to challenges students to extend their learning to make interdisciplinary connections.
<ul style="list-style-type: none"> <li>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</li> </ul>	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"> <li>Literacy strategies<sup>10</sup></li> </ul>	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	<b>Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.</b>	<b>Plans instruction that integrates literacy strategies and academic vocabulary.</b>	Designs opportunities to allow students to independently select <b>literacy strategies that support their learning for the task.</b>

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

<sup>8</sup>**Lesson Plan** – a purposeful planned learning experience.

<sup>9</sup>**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

<sup>10</sup>**Literacy through the content areas:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.



## 2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2b. Planning instruction to cognitively engage students in the content.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions cognitively engage students</li> </ul>	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional <b>strategies, tasks and questions</b> that provide some opportunities for students' cognitive engagement.	Plans instructional <b>strategies, tasks and questions</b> that promote student cognitive engagement <b>through problem-solving, critical or creative thinking, discourse<sup>11</sup> or inquiry-based learning<sup>12</sup> and application to other situations.</b>	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<ul style="list-style-type: none"> <li>Instructional resources<sup>13</sup>, and flexible groupings<sup>14</sup> support cognitive engagement and new learning</li> </ul>	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally <b>engage students cognitively and minimally support new learning.</b>	Selects or designs resources and/or flexible groupings that cognitively engage students in <b>real world, global and/or career connections</b> that support new learning.	Selects or designs resources for <b>interdisciplinary connections that cognitively engage students and extend new learning.</b>

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

<sup>12</sup>**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.

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

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

## 2: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2c. Selecting appropriate assessment strategies<sup>15</sup> to monitor student progress.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	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"> <li>Ongoing assessment of student learning</li> </ul>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes <b>OR</b> 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.

<sup>15</sup>Assessment strategies are used to evaluate student learning during and after instruction.

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

### 3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3a. Implementing instructional content<sup>16</sup> for learning.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Instructional purpose</li> </ul>	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 <b>Common Core State Standards and/or other appropriate Connecticut content standards.</b>	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<ul style="list-style-type: none"> <li>Content accuracy</li> </ul>	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	Invites students to explain the content to their classmates.
<ul style="list-style-type: none"> <li>Content progression and level of challenge</li> </ul>	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.
<ul style="list-style-type: none"> <li><b>Literacy Strategies<sup>17</sup></b></li> </ul>	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

<sup>16</sup>**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

<sup>17</sup>**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.

### 3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</b> <b>Attributes</b>				<i>In addition to characteristics of Effective including one or more of the following:</i>
<ul style="list-style-type: none"> <li>Strategies, tasks and questions</li> </ul>	Includes tasks that do not lead students to construct new and meaningful learning and <b>that focus primarily on low cognitive demand or recall of information.</b>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <b>low cognitive demand and/or recall of information</b> with some opportunities for <b>problem- solving, critical thinking and/or purposeful discourse or inquiry.</b>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <b>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</b> At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to <b>work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.</b>
Instructional resources <sup>18</sup> 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 <b>new learning to make interdisciplinary, real world, career or global connections.</b>	<b>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</b>
<ul style="list-style-type: none"> <li>Student responsibility and independence</li> </ul>	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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

### 3: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3c. Assessing student learning, providing feedback to students and adjusting instruction.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	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"> <li>Ongoing assessment of student learning</li> </ul>	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
<ul style="list-style-type: none"> <li>Feedback<sup>19</sup> to students</li> </ul>	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"> <li>Instructional adjustment<sup>20</sup></li> </ul>	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.

<sup>19</sup>**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.

<sup>20</sup>**Instructional adjustment:** based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4a. Engaging in continuous professional learning to impact instruction and student learning.</b>				<i>In addition to the characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Teacher self-evaluation and reflection and impact on student learning</li> </ul>	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"> <li>Response to feedback</li> </ul>	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"> <li>Professional learning</li> </ul>	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</b>				<i>In addition to characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> </ul>	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 adjusts 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"> <li>• Contribution to professional learning environment</li> </ul>	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"> <li>• Ethical use of technology</li> </ul>	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.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</b>				<i>In addition to characteristics of Effective including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Positive school climate</li> </ul>	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"> <li>Family and community engagement</li> </ul>	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"> <li>Culturally responsive<sup>21</sup> communications</li> </ul>	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> 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.

<sup>21</sup>**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.



# Training and Proficiency

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Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching* can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. The *CCT Rubric for Effective Teaching* should never be used without the grounding provided by experience and training. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts, as well as decision rules to guide their ratings. The *CCT Rubric for Effective Teaching* is not a checklist with predetermined points. Rather, it is a tool that is combined with training to ensure consistency and reliability of the collection of evidence and the evaluative decisions. The *CCT Rubric for Effective Teaching* represents the criteria in which evaluators will be trained to describe the level of performance observed.

## Calibration

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To ensure consistent and fair evaluations across different observers, settings and teachers, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection with which to deepen understanding of the *CCT Rubric for Effective Teaching 2014* and ensure that the observers can accurately measure educator practice against the indicators within the classroom observation tool.

## Observation Process

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The *CCT Rubric for Effective Teaching 2014* will be used by trained and Effective evaluators to observe a teacher. Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol each teacher is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model <http://www.connecticutseed.org>.

The following is the protocol for conducting a formal in-class observation that requires a pre and post conference:

- A. Pre-Conference: Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
- B. Observation: Observers will collect evidence for Domains 1 and 3 during the in-class observation.
- C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis: The evaluator analyzes the evidence gathered in the observation and the pre and post conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Instruction 2014*.
- E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Instruction 2014*, the evaluator may provide ratings on indicators within the domains and provide feedback to the teacher.



## CONNECTICUT STATE DEPARTMENT OF EDUCATION

### **Common Core of Teaching (CCT) Rubric for Student and Educator Support Specialists (SESS)**



**The Common Core of Teaching (CCT) Instrument** will be used to evaluate Student and Educator Support Specialists' (SESS) performance and practice as required in the Connecticut Guidelines for Educator Evaluation and the System for Educator Evaluation and Development (SEED). The CCT Instrument will be used to determine 40% of an educator's summative rating.

This version of the CCT Rubric was adapted for use with Student and Educator Support Specialists (SESS). Student and Educator Support Specialists are those individuals who by the nature of their job descriptions do not have traditional classrooms, but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. Some disciplines that fall into this category such as library media specialists or curriculum consultants may find the original rubric most appropriate, while others such as school psychologists, school counselors, speech pathologists and social workers may find this adapted version more suitable. For additional information on evaluation of SESS, guidance documents are available to assist SESS and their evaluators in determining how to customize the SEED evaluation process to best reflect and measure their performance given their unique roles and responsibilities.

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.a. Promoting a positive climate that is responsive, respectful, and equitable</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Rapport and positive interactions</li> <li>• Respectful of student(s), staff and families' diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Limited evidence of rapport with student(s), staff and families</li> <li>• Demonstrating some disrespectful interactions with student(s), staff and families or lack of sensitivity to diversity of student(s), staff and families</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing rapport and positive interaction with some, but not all students, staff and families</li> <li>• Demonstrating respectful interactions with student(s), staff and families, but does not reinforce respect for diversity among students, staff and families</li> </ul>	<ul style="list-style-type: none"> <li>• Building positive rapport and trusting, supportive relationships with student(s), staff and families</li> <li>• Interacting with student(s), staff and families respectfully and creating a climate that is sensitive to cultural, developmental and learning differences</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Involving student(s), staff and families in promoting a respectful learning environment</li> <li>• Celebrating student(s)', staff and family differences and diversity and promoting expectations that they are respectful of one another</li> </ul>

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.b. Promoting student engagement and shared responsibility for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>• Student engagement/re-engagement</li> <li>• Shared responsibility for positive student interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are consistently not engaged and few attempts are made to re-engage them</li> <li>• Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating developing strategies to engage and re-engage student(s)</li> <li>• Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating effective strategies to engage and re-engage student(s)</li> <li>• Creating a safe learning environment in which student(s) are willing to take intellectual risks, interact positively with each other and share responsibility for learning</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>• Student(s) contribute to a positive learning environment and independently interact with one another</li> </ul>

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.c. Promoting appropriate standards of behavior</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Communicates and reinforces appropriate standards of behavior</li> <li>Promotes social competence and responsible behavior</li> </ul>	<ul style="list-style-type: none"> <li>Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning</li> <li>Providing ineffective opportunities for student(s) to develop social skills and responsible behavior</li> </ul>	<ul style="list-style-type: none"> <li>Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning</li> <li>Promoting social competence with some effectiveness in building student's capacity to self-regulate and take responsibility for their actions</li> </ul>	<ul style="list-style-type: none"> <li>Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning</li> <li>Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Student(s) independently use proactive strategies and social skills and take responsibility for their actions</li> </ul>

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>2.d. Promoting efficient routines and transitions to maximize service delivery</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students</li> </ul>	<ul style="list-style-type: none"> <li>Loss of significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials</li> </ul>	<ul style="list-style-type: none"> <li>Maximizing service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Students independently facilitate and engage in routines and transitions</li> </ul>

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

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

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

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

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

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

## CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

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

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



## CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

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

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

## CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

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

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

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>5.a. Formative and summative assessment for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Formative and summative assessment strategies aligned with developmental expectations and standards</li> <li>Connections between assessment results and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards</li> <li>Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessment strategies to measure student(s)' skills and concepts or developmental expectations or standards</li> <li>Beginning to make connections between assessment results to inform planning and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards</li> <li>Making connections between assessment results to inform planning and service delivery</li> </ul>	<p><i>In addition to characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Modifying assessments to meet the needs of students and value the diversity of ways in which they learn</li> </ul>
INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Student use of assessment criteria</li> <li>Summative or cumulative feedback for learning</li> </ul>	<ul style="list-style-type: none"> <li>Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to student(s)</li> <li>Providing insufficient opportunity for student(s) to use assessment criteria for self-assessment or to take responsibility for learning</li> <li>Providing feedback on summative or cumulative progress that is not individualized or descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using prevention/intervention and behavioral assessment criteria that are generally clear and descriptive, aligned with outcomes but may not be consistently communicated or discussed with student(s) prior to assignments/assessments</li> <li>Providing some opportunities for student(s) to use assessment criteria for self and peers and to assume responsibility for own learning</li> <li>Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance toward intervention goals</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes and communicated and discussed with student(s) prior to assignments or assessments</li> <li>Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning</li> <li>Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards intervention</li> </ul>	<p><i>In addition to the characteristics of Effective:</i></p> <ul style="list-style-type: none"> <li>Involving student(s) in developing assessment criteria</li> <li>Student(s) provide rationale for self-assessment results</li> <li>Students analyze their own results and progress toward achieving learning goals</li> </ul>

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

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

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

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

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

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

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

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

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

## **Appendix I. Professional Learning Attendance and Evaluation Forms**

## Workshop Evaluation

Name of Activity:

Date:

Facilitator(s):

I.

Please check the appropriate box for each.	Outstanding (4.0)	Good (3.0)	Average (2.0)	Poor (1.0)	N/A or No Response
Quality of the facilitation/presentation					
Objectives were met					
Opportunity for Discussion or Questions					
Usefulness of information gained					
Relevance to your role					
Alignment to professional, school, and/or district goal					

II. Please answer by checking the appropriate response.

	Yes	No
<ul style="list-style-type: none"> <li>• Will you use the materials and/or ideas from this workshop with your students?</li> </ul>		
<ul style="list-style-type: none"> <li>• Did the organizer/presenter use effective techniques for accomplishing the purposes of this session?</li> </ul>		
<ul style="list-style-type: none"> <li>• Would you recommend this workshop to a colleague?</li> </ul>		



### **III. Additional Feedback Inquiry:**

A. What was the most beneficial part of the program? Please explain.

B. What was the least beneficial part of the program? Please explain.

C. What do you feel should be the next step?

D. Additional comments about the program:



## Appendix J. Calculating Evaluation Ratings

### Evaluation of Category #1

The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

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

Each step is illustrated below:

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

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

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

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

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

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

Domain 2	Rating	Evaluator’s Score
2a	Developing	2
2b	Developing	2
2c	Effective	3
	Average	2.3

2. Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.3
3	3.0
4	2.8

3. Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 4 are weighted significantly more than the others at 25%. Assessment is rated at 20% and Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	20%	.56
2	2.3	25%	.58
3	3.0	40%	1.2
4	2.8	15%	.42
Total			2.76

Steps 2 and 3 may be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. (See Appendix D)

The tentative summative Teacher Performance and Practice rating and the indicator ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be followed in advance of the mid-year conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

### Evaluation of Category #2

The Peer Feedback rating should reflect the degree to which a teacher successfully achieves their strategies and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

### Evaluation of Category #3

Evaluators will review the evidence and the teacher’s student learning goal(s) and assign one of four ratings: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

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

If there are two SMART goals, ratings are averaged to determine the rating for this category.

### Evaluation of Category #4

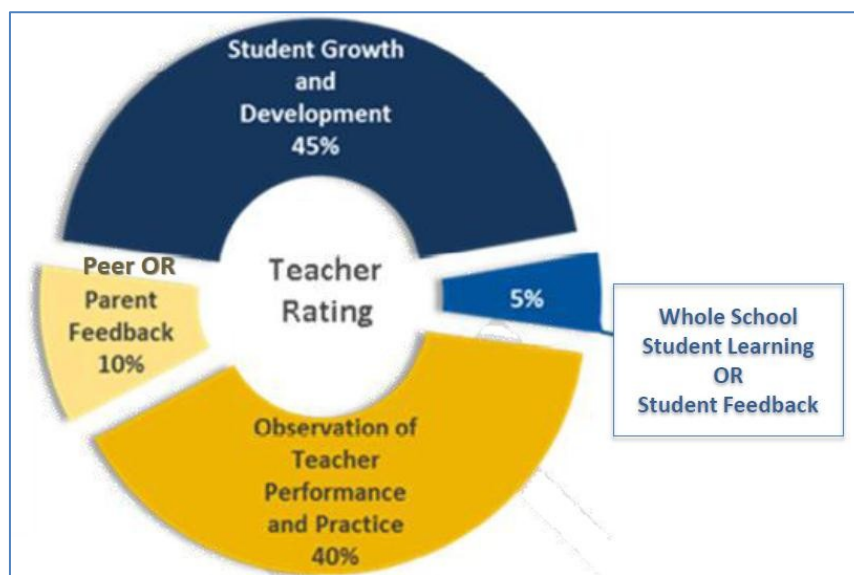
The summative rating for student feedback should reflect the degree to which a teacher makes growth on feedback measures. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

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

### III. Summative Teacher Evaluation Scoring

#### Summative Scoring

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



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance (Models of practice)

**Effective** – Meeting indicators of performance (Excellent teachers)

**Developing** – Meeting some indicators of performance but not others (Those with targeted professional needs)

**Below Standard** – Not meeting indicators of performance (Novice teachers or teachers in need of improvement)

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Peer/Parent Feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-School Student Learning or Student Feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

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

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

Category	Score (1 - 4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.9	40	116
Peer Feedback	3	10	30
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>146</b>

**Rating Table**

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

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

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

Category	Score (1 - 4)	Weight	Points (score x weight)
Student Growth and Development (Smart Goals)	3.5	45	158
Whole School Student Learning or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

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

3) Use the Summative Matrix to determine Summative Rating

<b>Summative Rating Matrix</b>		<b>Teacher Practice Related Indicators Rating</b>			
		Exemplary	Effective	Developing	Below Standard
<b>Student Outcomes Related Indicators Rating</b>	Exemplary	Exemplary	Effective	Effective	Developing
	Effective	Effective	Effective	Developing	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

## **Appendix K. Summative Conference**



## **End of Year Summative Conference Agenda/Questions**

1. A self-reflection that includes the following information (40%):
  - \* Progress on the rubric including areas of strength and areas in need of improvement
  - \* Area of professional practice he/she would really like to hone in the next year (based on the rubric)
  
2. Student learning goals (45%)
  - \* Data analysis that reflects progress toward student learning goal(s) and either successful mastery of the goals or a shortfall
  
3. Evidence regarding the teacher's personal contributions to the whole school student goals. Specific evidence should be reviewed.
  - \* The outcome of strategies used for the whole student learning goal
  
4. Evidence gathered regarding the whole school peer feedback goal.
  - \* The outcome of strategies used for the whole school peer goal
  
5. The teacher's overall impressions of the year should be obtained as well as support he/she may need in the next year

(After the meeting, the Administrator will compile all of the information and data, produce a written report, and calculate a rating for the teacher.)

## **Appendix L. Whole Building Screen of Instructional Practices**

## Whole Building Screen of Instructional Practices

School: \_\_\_\_\_

Length of Observation: \_\_\_\_\_

Date: \_\_\_\_\_

Rating Scale:    N/O – Not Observed    P – Partially Observed    O – Observed  
Please indicate whether the domain item is **n/o** – not observed, **p** – partially observed, or **o** – observed.

ENVIRONMENT	N/O	P	O	Comments	INSTRUCTION for Active Learning	N/O	P	O	Comments
<b>1.a. Creates a positive learning environment that is responsive to and respectful of the learning needs of students</b>					<b>3.a. Implementing instructional content for learning</b>				
1.a.1 Rapport and positive social interaction					3.a.1 Instructional purpose				
1.a.2 Respect of student diversity					3.a.2 Content accuracy				
1.a.3 Environment supportive of intellectual risk-taking					3.a.3 Content progression and level of challenge				
1.a.4 High expectations for student learning					3.a.4 Literacy strategies				
<b>1.b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students</b>					<b>3.b Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies</b>				
1.b.1 Communicating, reinforcing, and maintaining appropriate standards of behavior					3.b.1 Strategies, tasks and questions				
1.b.2 Promoting social competence and responsible behavior					3.b.2 Instructional resources and flexible groupings				
<b>1.c Maximizing instructional time by effectively managing routines and transitions</b>					<b>3.b.3 Student responsibility and independence</b>				
<b>1.c.1 Routines and transitions appropriate to needs of students</b>					<b>3.c Assessing student learning, providing feedback to students and adjusting instruction</b>				
					3.c.1 Criteria for student success				
					3.c.2 Ongoing assessment of student learning				
					3.c.3 Feedback to students				
					3.c.4 Instructional adjustment				

## Appendix M. Goal Form

**Teacher Performance and Practice – 40%:** Considering the *CCT Rubric for Effective Teaching*, what domain/indicator do you intend to focus on this year? How do you plan to address this in coming year? What resources do you intend to access to improve your practice?

**Peer Feedback Goal – 10%:** Our whole school peer feedback goal is: \_\_\_\_\_. What can you specifically do this year to help achieve this goal?

**Whole School Student Goal – 5%:** Our whole school student goal is: \_\_\_\_\_. What specific strategies will you employ to contribute to the improvement in these areas?

## GOAL #1:

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
  
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**

**Please go to Appendix M in the *Teacher Learning and Professional Evaluation Plan* for the form, guiding presentation, and sample goal documents**

## GOAL #2:

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
  
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**

**Please go to Appendix M in the Teacher Learning and Professional Evaluation Plan for the form, guiding presentation, and sample goal documents**

### **GOAL #3:**

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**

**Please go to Appendix M in the Teacher Learning and Professional Evaluation Plan for the form, guiding presentation, and sample goal documents**

## GOAL #4:

**State your SMART Goals – 45%** *(Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):*

**Rationale** *(What have you learned about your students based on the data analysis you have conducted that led you to this goal?)*

**Indicators of Success** *(Goal Setting Conference)*

**Summary of Baseline Data** *(Goal Setting Conference...What data have you gathered?)*

**Summary of Mid-Point Data** *(Mid-Year Conference)*

**Summary of Post-Assessment Data** *(End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)*

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?
  
- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

**Personal Development Related to Goal** *(to be completed along with post-assessment data for each goal):*  
What PD, new learning, peer collaboration, etc. took place?)

**PLEASE NOTE: A Table must be provided that includes all of the data**

**Please go to Appendix M in the *Teacher Learning and Professional Evaluation Plan* for the form, guiding presentation, and sample goal documents**





## Goal Setting for T-Eval

### What we have learned...

- ▶ Make the goals more succinct
- ▶ Various goal formats work
- ▶ Consistent pre- and post-measures
- ▶ Keep the expectations rigorous while at the same time reasonable



## Goal Setting Process

### New classes...New students...New goals...

- ▶ Gather data on new students (Pearson Inform/Mastery Manager, NWEA, Baseline Assessments, Other School-Based Assessments)
- ▶ Analyze data to determine student needs
- ▶ Create goals based on the areas of need of your current students



## GOAL SETTING

Much Work Needs To BE Done Before We Can Announce Our Total Failure To Make Any Progress

## Format 1: Class Goals

- ▶ You have three classes.
- ▶ Block 2 students (class of 25 students) performed the lowest on the elaboration indicator of the SW-Writing Rubric
- ▶ The goal is to see improvement in this area by the end of the semester.
- ▶ *Baseline: 5 of 25 (20%) students scored at the proficient level on the elaboration indicator of the SW-Writing Rubric.*
- ▶ *Goal: By the end of the semester, 20 of 25 (80%) students will score at the proficient level on the elaboration indicator of the SW-Writing Rubric.*

# Creative Interpretations for Format 1

You can combine all of your classes of the same prep to focus on the identified skill.

- ▶ 15 of 75 (20%) students achieved a 3 on the elaboration indicator of the SW-Writing Rubric.
- ▶ 60 of 75 (80%) students will achieve a 3 or higher on the elaboration indicator of the SW-Writing Rubric by the end of the semester.



# Format 2: Individual-Class Goals

- ▶ There are 25 students in your class
- ▶ The class area of weakness was in elaboration on the SW-Writing Rubric
- ▶ Individual student goals are set for elaboration
- ▶ 20 of 25 students will meet their goals

Student	Baseline	Goal	Midpoint	Final
A	1	2	TBD	TBD
B	2	3	TBD	TBD
C	1	2	TBD	TBD
D	3	3	TBD	TBD
E	4	4	TBD	TBD
F	1	3	TBD	TBD
...	...	...	...	...

## Creative Interpretations for Format 2

Subgroups can be selected from each class to establish a target population

- ▶ *Baseline: 15 of 75 students scored a 3 or higher on the elaboration indicator of the SW-Writing Rubric. 60 scored below proficiency.*
- ▶ *Goal: 40 of the 60 students who scored below proficiency on the elaboration indicator of the SW-Writing Rubric will meet their individualized elaboration goals for the semester.*



## Format 3: Individualized Student Goals

- ▶ **You have a class of 25 students who have shown a variety of strengths and deficiencies on the SW-Writing Rubric.**
- ▶ **Each student will focus on one area in which they will show growth (by one point) over the course of the semester.**

*20 of 25 (80%) students will improve by one point on their target (yellow) area on the SW-Writing Rubric.*

Student	Ind 1	Ind 2	Ind 3	Ind 4	Ind 5
A	1	1	3	3	2
B	2	1	4	3	2
C	4	2	3	4	3
D	4	3	1	1	2
E	1	1	1	3	2
F	2	1	3	3	2
G	...	...	...	...	...

## Creative Interpretations for Format 3

Multiple target areas can be chosen for each student and additional colors added to the table to provide additional indicators of success.



## Format 4: Multiple Opportunities...Multiple Units

- ▶ Area of focus for class is chosen
- ▶ Baseline data is gathered
- ▶ Multiple opportunities for students to show their abilities (for our purposes, say they have 5 opportunities)
- ▶ Students will be successful a certain number of times over the course of the opportunities offered to them

▶ *In the five opportunities students will be writing in class, they will score proficient or higher in elaboration 4 of 5 times during the course of the semester.*

Student	Base	1	2	3	4	5	Met?
A	2	3	1	4	4	3	Yes
B	1	1	2	1	3	3	No
C	3	3	2	3	3	4	Yes
D	2	2	1	3	3	2	No
...	...	...	...	...	...	...	...

# Creative Interpretations for Format 4

▶ Percentage of students who will meet the expressed goal

▶ 85% of the class will demonstrate performance at the proficient or exemplary status for elaboration on the SW-Writing Rubric 4 out of 5 opportunities this semester.

▶ Consecutive performance at the established goal level

▶ 85% of students will demonstrate performance at the proficient or exemplary status for elaboration on the SW-Writing Rubric three times in a row out of the five writing opportunities in the semester.



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## GOAL #1: (SAMPLE Format 1: Class Goals)

Blue: Creation of Goal  
Green: Mid-Point of Goal  
Purple: End of Goal

**State your SMART Goals – 45%** (Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):

By the end of the first semester, 80% of students in my block 2 English class will achieve a score of proficient or exemplary on the elaboration indicator of the school-wide writing rubric.

**Rationale** (What have you learned about your students based on the data analysis you have conducted that led you to this goal?)

After assessing a baseline writing assignment administered on September 8 with the school-wide writing rubric, the data was reviewed on student achievement in each of the indicator areas: purpose, organization, language, elaboration of evidence, and English conventions. After analyzing the data, it was determined that the largest area of weakness identified by this rubric for the whole class was in the area of elaboration of evidence. Therefore, my goal will focus on that area.

**Indicators of Success** (Goal Setting Conference)

IOS1: 80% of students in my block 2 English class will achieve a score of proficient or exemplary on the elaboration indicator of the school-wide writing rubric.

**Summary of Baseline Data** (Goal Setting Conference...What data have you gathered?)

5 of 25 students (or 20%) scored at the proficient or exemplary level on the elaboration indicator of the school-wide writing rubric after completing a writing assignment.

**Summary of Mid-Point Data** (Mid-Year Conference)

16 of 25 students (or 64%) achieved a score of proficient or exemplary on the elaboration indicator of the school-wide writing rubric as evidenced by a writing assignment completed on November 5.

**Summary of Post-Assessment Data** (End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)

21 of 25 students (or 84%) achieved a score of proficient or higher on the elaboration indicator of the school-wide writing rubric as evidenced by a writing assignment completed on January 15.

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?

**Direct Instruction:**

- \* Students were shown examples of writing that included appropriate levels of elaboration.
- \* Students were taught the “3-Whys” strategy where they know they have elaborated enough when the question, “Why?” has been answered three times.

**Modeling:** Students worked with the teacher to collaboratively model sound practice when writing. Three paragraphs were written collaboratively on the computer and projected on the front board. Students worked to ensure the writing had appropriate levels of elaboration that supported well-developed ideas that resulted in compelling analyses and insightful conclusions.

**Small Group Work:** Students were taught how to identify appropriate levels of elaboration in writing. They were then tasked with helping their peers meet the appropriate standard for elaboration of evidence with the tools provided.

- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

Every two weeks, I created an intervention group that I worked with while students completed other work. Students were selected based on homework/test/quiz responses where their levels of elaboration were below what would be considered proficient. I brought their work (without their names) and we worked together to determine what was wrong with the answers provided and how they could be improved with heightened levels of elaboration. Groups were 5-7 members in size.

**Professional Development Related to Goal** (to be completed along with post-assessment data for each goal):  
 What PD, new learning, peer collaboration, etc. took place?)

Through the NCTE website, I was able to access various tools to support students through the writing process. I adapted the methods researched to the needs of the individuals in my classroom to create a workshop environment where students would critique the quality of elaboration in each other’s writing.

Through the PLC process, I worked with my fellow English teachers who have shown greater improvement in their scores in the area of Elaboration of Evidence to see what strategies they were employing to support their students.

**Supporting Data Table**

Student	Baseline Assessment	Mid-Point Assessment	Post-Assessment
Student A	Developing	Developing	Proficient
Student B	Proficient	Proficient	Proficient
Student C	Beginning	Developing	Developing
Student D	Developing	Proficient	Proficient
Student E	Beginning	Developing	Proficient
Student F	Developing	Proficient	Exemplary
Student G	Developing	Proficient	Proficient
Student H	Exemplary	Exemplary	Exemplary
Student I	Beginning	Proficient	Proficient
Student J	Developing	Developing	Developing
Student K	Developing	Proficient	Proficient
Student L	Beginning	Proficient	Proficient
Student M	Beginning	Developing	Proficient
Student N	Developing	Developing	Proficient
Student O	Proficient	Proficient	Exemplary
Student P	Developing	Proficient	Proficient
Student Q	Beginning	Developing	Developing
Student R	Developing	Developing	Proficient
Student S	Beginning	Proficient	Proficient
Student T	Proficient	Exemplary	Exemplary
Student U	Developing	Proficient	Proficient
Student V	Proficient	Proficient	Exemplary
Student W	Developing	Developing	Developing
Student X	Developing	Proficient	Exemplary
Student Y	Beginning	Proficient	Proficient

**GOAL #1: (SAMPLE Format 2: Individual-Class Goals)**



**Blue:** Creation of Goal  
**Green:** Mid-Point of Goal  
**Purple:** End of Goal

**State your SMART Goals – 45%** (Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):

By the end of the first semester, 20 of 25 of my students will meet their individualized goals on the elaboration indicator of the school-wide writing rubric.

**Rationale** (What have you learned about your students based on the data analysis you have conducted that led you to this goal?)

After assessing a baseline writing assignment administered on September 8 with the school-wide writing rubric, the data was reviewed on student achievement in each of the indicator areas: purpose, organization, language, elaboration of evidence, and English conventions. After analyzing the data, it was determined that most students struggled in the area of elaboration of evidence as indicated on the school-wide writing rubric. Therefore, my goal will focus on that area. Students in this class have various work ethics and abilities, so individual goals have been composed based on conferences with each and an understanding of their unique composition.

**Indicators of Success** (Goal Setting Conference)

**IOS1:** 20 of 25 students in my block 2 English class will meet their individual goal on the elaboration indicator of the school-wide writing rubric.

**Summary of Baseline Data** (Goal Setting Conference...What data have you gathered?)

5 of 25 students scored at the proficient or exemplary level on the elaboration indicator of the school-wide writing rubric after completing a writing assignment.

**Summary of Mid-Point Data** (Mid-Year Conference)

16 of 25 students have met their individualized goal on the elaboration indicator of the school-wide writing rubric as evidenced by a writing assignment completed on November 5.

**Summary of Post-Assessment Data** (End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)

21 of 25 students have met their individualized goal on the elaboration indicator of the school-wide writing rubric as evidenced by a writing assignment completed on January 15.

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?

**Direct Instruction:**

- \* Students were shown examples of writing that included appropriate levels of elaboration.
- \* Students were taught the “3-Whys” strategy where they know they have elaborated enough when the question, “Why?” has been answered three times.

**Modeling:** Students worked with the teacher to collaboratively model sound practice when writing. Three paragraphs were written collaboratively on the computer and projected on the front board. Students worked to ensure the writing had appropriate levels of elaboration that supported well-developed ideas that resulted in compelling analyses and insightful conclusions.

**Small Group Work:** Students were taught how to identify appropriate levels of elaboration in writing. They were then tasked with helping their peers meet the appropriate standard for elaboration of evidence with the tools provided.

- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

Every two weeks, I created an intervention group that I worked with while students completed other work. Students were selected based on homework/test/quiz responses where their levels of elaboration were sub-standard. I brought their work (without their names) and we worked together to determine what was wrong with the answers provided and how they could be improved with heightened levels of elaboration. Groups were 5-7 members in size.

**Professional Development Related to Goal** (to be completed along with post-assessment data for each goal):  
 What PD, new learning, peer collaboration, etc. took place?)

Through the NCTE website, I was able to access various tools to support students through the writing process. I adapted the methods researched to the needs of the individuals in my classroom to create a workshop environment where students would critique the quality of elaboration in each other’s writing.

Through the PLC process, I worked with my fellow English teachers who have shown greater improvement in their scores in the area of Elaboration of Evidence to see what strategies they were employing to support their students.

**Supporting Data Table**

Student	Baseline Assessment	Individualized Student Goals	Mid-Point Assessment	Post-Assessment
Student A	Developing	Proficient	Developing	Proficient
Student B	Proficient	Proficient (Maintain)	Proficient	Proficient
Student C	Beginning	Developing	Developing	Developing
Student D	Developing	Proficient	Proficient	Proficient
Student E	Beginning	Proficient	Developing	Proficient
Student F	Developing	Proficient	Proficient	Exemplary
Student G	Developing	Exemplary	Proficient	Proficient
Student H	Exemplary	Exemplary (Maintain)	Exemplary	Exemplary
Student I	Beginning	Developing	Proficient	Proficient
Student J	Developing	Proficient	Developing	Developing
Student K	Developing	Proficient	Proficient	Proficient
Student L	Beginning	Developing	Proficient	Proficient
Student M	Beginning	Proficient	Developing	Proficient
Student N	Developing	Proficient	Developing	Proficient
Student O	Proficient	Proficient (Maintain)	Proficient	Exemplary
Student P	Developing	Developing (Maintain)	Proficient	Proficient
Student Q	Beginning	Developing	Developing	Developing
Student R	Developing	Proficient	Developing	Proficient
Student S	Beginning	Developing	Proficient	Proficient
Student T	Proficient	Proficient (Maintain)	Exemplary	Exemplary
Student U	Developing	Proficient	Proficient	Proficient
Student V	Proficient	Exemplary	Proficient	Proficient
Student W	Developing	Proficient	Developing	Developing
Student X	Developing	Proficient	Proficient	Exemplary
Student Y	Beginning	Proficient	Proficient	Proficient

**GOAL #1: (SAMPLE Format 3: Individualized Goals)**

**Blue:** Creation of Goal  
**Green:** Mid-Point of Goal  
**Purple:** End of Goal

**State your SMART Goals – 45%** (Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):

By the end of the first semester, 20 of 25 of my students will improve by one point on their targeted area in need of growth on the school-wide writing rubric as indicated on the attached table (yellow cells in the baseline data indicate the targeted area).

**Rationale** (What have you learned about your students based on the data analysis you have conducted that led you to this goal?)  
After assessing a baseline writing assignment administered on September 8 with the school-wide writing rubric, the data was reviewed on student achievement in each of the indicator areas: purpose, organization, language, elaboration of evidence, and English conventions. After analysis, it was determined that students' needs were quite varied. Therefore, my goal will be to differentiate instruction for students in an effort to help them improve in a specific targeted area.

**Indicators of Success** (Goal Setting Conference)

**IOS1:** 20 of 25 students in my block 2 English class will improve by one point on their targeted area in need of growth on the school-wide writing rubric as indicated on the attached table.

**Summary of Baseline Data** (Goal Setting Conference...What data have you gathered?)

Analysis of the data on the attached table showed that 5 students need to improve on establishing their purpose for writing; 8 students need to improve on organizing their writing; 4 students need to improve on their language; 6 students need to improve in the area of elaboration; and 2 students need to improve on their use of English conventions.

**Summary of Mid-Point Data** (Mid-Year Conference)

16 of 25 students have met their individualized goal on the school-wide writing rubric as evidenced by a writing assignment completed on November 5.

**Summary of Post-Assessment Data** (End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)

21 of 25 students have met their individualized goal on the school-wide writing rubric as evidenced by a writing assignment completed on January 15.

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?

**Teacher-Student Conferences:** While students were working on a draft of their papers, I was able to circulate and meet with each of them to help hone their skills and focus them on their targeted area in need of growth. Some examples of these interventions are outlined below.

\* **Purpose:** Worked on setting a sound thesis statement ensured that details related back to the thesis throughout the paper

\* **Organization:** Had students organize their notes with different highlighters to best connect their thoughts and place them in more appropriately organized paragraphs (All related information on one topic was highlighted in one color and would be together in the paragraph)

\* **Language:** Had students highlight all simple sentences and work to combine back-to-back simple sentences to help vary the sentence type. I also collaborated with the students to identify weak adjectives and verbs and asked that they focus on using stronger words.

\* **Elaboration:** Forced students to be sure that each paragraph could pass the three “Why?”s check. If they couldn’t, more detail needed to be provided.

\* **English Conventions:** Worked with students by reading a copy of their paper aloud with them, so they could hear the grammatical errors in their writing and work to correct them. For some students who made consistent errors, direct instruction on the grammatical concept and practice were given.

**Small Group Work:** During the peer editing portion of a writing assignment in mid-October, students were grouped by area of focus. The specific target area was to be assessed by each of the students and suggestions offered on how to improve. Having students narrow their focus on the area in need of growth helped them to realize their shortfalls and correct them.

- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

I created a checklist for 7 students who were not showing progress. The checklists were individualized to each individual and focused on the pieces the student needed to remember to do when proofreading and editing his/her papers. The checklist can be used in other classes where writing is completed.

**Professional Development Related to Goal** (to be completed along with post-assessment data for each goal):

What PD, new learning, peer collaboration, etc. took place?)

Through the NCTE website, I was able to access various tools to support students through the writing process. I adapted the methods researched to the needs of the individuals in my classroom to create a workshop environment where students would critique the quality of each other’s writing.

Through the PLC process, I worked with my fellow English teachers who have used tried and true strategies how they were helping their students through the writing process.

See Data Table Below

Supporting Data Table

Student	Baseline Assessment					Mid-Point Assessment (Score on targeted area)	Post-Assessment (Score on targeted area)
	Purpose	Organization	Language	Elaboration	English Conventions		
A	3	2	3	3	4	2	3
B	1	2	3	2	3	2	3
C	3	4	3	3	4	3	3
D	2	1	3	3	3	2	2
E	2	2	2	1	2	1	2
F	4	4	4	4	3	4	4
G	3	3	4	3	4	4	4
H	3	2	2	3	3	3	3
I	3	2	3	1	3	2	3
J	2	1	2	3	3	1	2
K	3	2	3	3	3	2	3
L	4	3	3	3	3	4	4
M	3	3	2	2	3	2	2
N	1	1	2	2	3	2	2
O	2	1	3	2	3	2	3
P	3	4	2	3	3	2	4
Q	3	3	3	2	4	3	4
R	3	2	4	3	4	3	3
S	2	2	1	2	2	2	2
T	2	1	1	1	1	2	3
U	1	1	1	1	1	1	2
V	2	2	1	2	3	2	2
W	3	4	4	3	4	3	3
X	3	2	3	3	3	3	3
Y	3	1	2	2	3	2	3

## GOAL #1: (SAMPLE Format 4: Multiple Opportunities-Multiple Units)

Blue: Creation of Goal  
Green: Mid-Point of Goal  
Purple: End of Goal

**State your SMART Goals – 45%** (Please ensure your statement includes each component of the SMART goal format: specific, measurable, achievable, relevant, timely):

By the end of the first semester, 20 of 25 of my students will improve by one point on their targeted area in need of growth on the school-wide writing rubric as indicated on the attached table (yellow cells in the baseline data indicate the targeted area).

**Rationale** (What have you learned about your students based on the data analysis you have conducted that led you to this goal?)

After assessing a baseline writing assignment administered on September 8 with the school-wide writing rubric, the data was reviewed on student achievement in each of the indicator areas: purpose, organization, language, elaboration of evidence, and English conventions. After analysis, it was determined that the largest area of weakness identified by this rubric for the whole class was in the area of elaboration of evidence. Therefore, my goal will focus on that area.

**Indicators of Success** (Goal Setting Conference)

IOS1: 20 of 25 students in my block 2 English class will achieve a score of proficient or exemplary on the elaboration indicator of the school-wide writing rubric on 4 of the 5 writing assignments in the course.

**Summary of Baseline Data** (Goal Setting Conference...What data have you gathered?)

5 of 25 students (or 20%) scored at the proficient or exemplary level on the elaboration indicator of the school-wide writing rubric after completing a writing assignment.

**Summary of Mid-Point Data** (Mid-Year Conference)

Three of the five assessments have been administered thus far. 15 of 25 students have achieved proficient or exemplary on two of the three assessments while 9 of 25 have achieved proficient or higher on all three of the assessments.

**Summary of Post-Assessment Data** (End-of-Year Conference or Mid-Year for THS...What evidence do you have that indicates student success towards your goal?)

21 of 25 students showed consistency in their abilities to score proficient or higher on the elaboration indicator of the school-wide writing rubric. These 21 students scored proficient or exemplary on 4 of the 5 writing assignments.

**Instructional Strategies/Interventions (to be completed along with post-assessment data for each goal):**

- What instructional strategies have you utilized?

**Direct Instruction:**

- \* Students were shown examples of writing that included appropriate levels of elaboration.
- \* Students were taught the “3-Whys” strategy where they know they have elaborated enough when the question, “Why?” has been answered three times.

**Modeling:** Students worked with the teacher to collaboratively model sound practice when writing. Three paragraphs were written collaboratively on the computer and projected on the front board. Students worked to ensure the writing had appropriate levels of elaboration that supported well-developed ideas that resulted in compelling analyses and insightful conclusions.

**Small Group Work:** Students were taught how to identify appropriate levels of elaboration in writing. They were then tasked with helping their peers meet the appropriate standard for elaboration of evidence with the tools provided.

- What interventions/adjustments did you implement based on the progress of students achieving/not achieving the goals set forth?

Every two weeks, I created an intervention group that I worked with while students completed other work. Students were selected based on homework/test/quiz responses where their levels of elaboration were sub-standard. I brought their work (without their names) and we worked together to determine what was wrong with the answers provided and how they could be improved with heightened levels of elaboration. Groups were 5-7 members in size.

**Professional Development Related to Goal** (to be completed along with post-assessment data for each goal):

What PD, new learning, peer collaboration, etc. took place?)

Through the NCTE website, I was able to access various tools to support students through the writing process. I adapted the methods researched to the needs of the individuals in my classroom to create a workshop environment where students would critique the quality of elaboration in each other’s writing.

Through the PLC process, I worked with my fellow English teachers who have shown greater improvement in their scores in the area Elaboration of Evidence to see what strategies they were employing to support their students.

**Supporting Data Table**

Student	Baseline	Writing Assignment 1	Writing Assignment 2	Writing Assignment 3	Writing Assignment 4	Writing Assignment 5	Proficient/ Higher 4 of 5 times?
A	3	3	2	3	4	4	Yes
B	2	2	3	4	3	3	Yes
C	1	3	2	3	3	3	Yes
D	2	2	3	4	3	3	Yes
E	2	3	3	3	1	3	Yes
F	1	2	3	2	3	2	No
G	4	4	4	4	4	4	Yes
H	1	2	3	3	3	2	No
I	1	2	3	3	4	3	Yes
J	2	3	3	3	2	3	Yes
K	2	3	3	2	3	4	Yes
L	2	3	3	3	3	2	Yes
M	3	3	3	3	2	3	Yes
N	2	2	3	3	3	3	Yes
O	2	2	3	4	3	3	Yes
P	2	3	3	2	3	4	Yes
Q	3	3	3	3	3	3	Yes
R	1	3	3	2	1	3	No
S	2	3	3	3	3	2	Yes
T	1	1	3	3	2	2	No
U	2	3	3	3	3	3	Yes
V	2	2	3	3	3	3	Yes
W	4	4	4	4	4	4	Yes
X	1	2	3	3	3	3	Yes
Y	1	2	3	3	4	4	Yes

**APPENDIX N. FORMS for Option 2  
for Category 3 (45%) Student Performance and Practice**

**Goal Form**

**Teacher Performance and Practice – 40%:** Considering the *CCT Rubric for Effective Teaching*, what domain/indicator do you intend to focus on this year? How do you plan to address this in coming year? What resources do you intend to access to improve your practice?

**Peer Feedback Goal – 10%:** Our whole school peer feedback goal is: \_\_\_\_\_. What can you specifically do this year to help achieve this goal?

**Whole School Student Goal – 5%:** Our whole school student goal is: \_\_\_\_\_. What specific strategies will you employ to contribute to the improvement in these areas?



**Progress Monitoring Student Growth Goal – 45% (PILOT VERSION 2)**

Using baseline data from a reliable assessment, you will choose an area in need of growth for a target group in your class(es). Corresponding data will need to show this as an area in need of improvement for each individual with a target growth goal selected for each student. Afterwards, you will supply 7-10 artifacts that demonstrate the interventions you attempted to encourage and support the growth in that target group. Successful completion of the goal will be demonstrated through the following means: Group Growth Goal Achievement (25%), Progress Monitoring Matrix Scores for the target group (75%). Fill out the below form and maintain this as a running record of the progress monitoring approach you have taken to assist these students in achieving their goals (Yellow for Beginning Conference, Green for Mid Conference, Blue for End Conference).

**PART 1: Group Growth Goal**

Identify the Area of Need for the Target Group: \_\_\_\_\_

Identify the Measurement Instrument Utilized to Identify and Monitor the Area of Need: \_\_\_\_\_

Corresponding Data: Fill the below table with the information for each student who is included in the target group. (Add and subtract lines as needed.)

Student Name (First and Last Initial)	Baseline Score	Goal	Midpoint Score	End Score

\*Add additional rows, if needed.

<b>Goal Statement (25%)</b>	_____ # of _____ # students, or _____ %, in the targeted group will meet their individual goal.
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**Progress toward Goal**

<b>Mid-Year</b>	_____ # of _____ # students, or _____ %, in the targeted group met their individual goal.
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<b>End-Year</b>	_____ # of _____ # students, or _____ %, in the targeted group met their individual goal.
-----------------	---

\*Fill in missing data.

## PART 2: Progress Monitoring

For the targeted population of students, write down the **talking points** for a conversation you will have with your administrator about the story for this targeted population. Consider the following questions as you determine what you will note and discuss: How did you decide which types of interventions were most appropriate? Did all students in the targeted group receive the same interventions? Why or why not? What was the result of each of your intervention efforts? How did you decide/plan your next step/intervention for the group or for individual students in the group? Were there some students who progressed more quickly than others and conversely, were there students who did not progress adequately? Why or why not? How did you address these special cases? How did you engage stakeholders either within the school or in the community to support your target group's growth? Include how the data influenced your intervention decisions for the students.

Your explanation should result in a chronological depiction of the experience and interventions you and the targeted student group experienced. Each intervention (of which there should be seven to ten) must include a corresponding artifact. Interventions may target the whole group or specific individuals within the group. Please be specific to that within your notations. **The first half of this story should be completed by the mid-year conference/mid-semester with a minimum of four interventions attempted. The rest will be completed by the end-of-year conference.** Using bullets in the running record/flowchart, you are encouraged to succinctly make notes in the space provided. If necessary, you may expand the table.

*Please refer to the rubric on the final page of this goal document for additional information about expectations.*

<b>Target Group Progress Monitoring Evidence</b>	
<b>Intervention/Artifact 1:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 2:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 3:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 4:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 5:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 6:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	

<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 7:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 8:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 9:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	
<b>Intervention/Artifact 10:</b> _____	<b>Date(s):</b> _____
<b>How I decided what type of PM intervention was appropriate?</b>	
<b>Did all students in targeted group receive same intervention? Yes/No/Why or why not?</b>	
<b>Result this intervention effort/ Student progress differences</b>	
<b>How I decided/planned my next step/intervention based on data?</b>	
<b>Consideration of Stakeholders</b>	

## Conferences

*Below are questions that will be asked and discussed in each conference during the course of the year. At any time, you are encouraged to seek input and guidance from your colleagues and supervisor. **Do not answer these questions in writing**—they are merely discussion points between you and your supervisor.*

### Questions for Beginning of the Year Conference:

1. How did you decide which skill you would target for growth within this target group?
2. What do you believe will be the biggest challenge as you work to help students made adequate progress in this skill area?
3. Who are the individuals that stand out to you the most as being either high flyers or struggling learners?

### Questions for the Mid-Year Conference:

1. What interventions have you attempted with the targeted group/a specific student to help them grow in the selected area of focus?
2. How effective have your interventions to this point been in helping students reach their goals? How do you know?
3. How have your interventions to this point impacted the class as a whole? Who responded well? Who required more work?
4. What do you think your next steps should be with the target group/a specific student? Why?

### Questions for the End-of-Year Conference:

1. Did the students in your targeted group meet their goals? Did you meet your overall goal for PART 1?
2. What do you believe was the turning point for individual students? Which intervention(s) are/were most effective?
3. How have your interventions impacted the class as a whole? Who responded well? Who required more work?
4. What do you believe the next steps need to be for the students in the target group in this area? How will you help them get there?
6. What information can you pass along to the teacher who will receive these students next semester/year?

**For the Supervisor:**

**PART 1 Final Score:**

Score	Description
4	Exceeded the goal by 10% margin or higher
3	Met the goal
2	Did not meet the goal by 10% margin
1	Did not meet goal by margin more than 11% or greater

**PART 2: Progress Monitoring Score**

Attributes	Below Standard (1)	Developing (2)	Effective (3)	Exemplary (4)
<b>Supports student Growth</b>	Demonstrates little or no evidence of tracking to determine student progress, and/or planning strategies and takes sporadic action to promote improvements in student performance.	Demonstrates some evidence of tracking to determine student progress and/or planning strategies and takes occasional action to promote improvements in student performance.	Demonstrates sufficient evidence of tracking student to determine progress and/or planning strategies and takes consistent and regular action to promote improvements in student performance.	Demonstrates extensive evidence of detailed tracking of student performance, strategizing, and taking frequent action to improve student performance.
<b>Use of assessments</b>	Demonstrates little or no evidence of the creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.	Demonstrates some evidence of the occasional creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.	Demonstrates sufficient evidence of the regular and consistent creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.	Demonstrates extensive evidence of the frequent and consistent creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.
<b>Interventions are done in a timely manner</b>	Provides little or no evidence of intervention to improve student performance.	Provides some evidence of occasional intervention to improve student performance.	Provides sufficient evidence of regular and consistent intervention to improve student performance.	Provides extensive evidence of frequent and consistent intervention to improve student performance.
<b>Stakeholders are engaged in the process</b>	Establishes and executes little or no outreach and engagement of stakeholders in the process of improving student performance.	Establishes and executes some occasional outreach and engagement of stakeholders in the process of improving student performance.	Establishes and executes regular and consistent outreach and engagement of stakeholders in the process of improving student performance.	Establishes and executes frequent and consistent outreach and engagement of stakeholders in the process of improving student performance.
<b>PM Resources are sought and utilized</b>	Does not seek or establish any resources in the process of improving student performance.	Inconsistently seeks and establishes some resources in the process of improving student performance.	Regularly seeks and establishes sufficient resources in the process of improving student performance.	Frequently seeks and establishes extensive resources in the process of improving student performance.

**Using the matrix above, please rate the progress monitoring efforts for the target group in PART 2.**

Attributes	Target Group Score
Supports student growth	
Use of assessments	
Interventions are done in a timely manner	
Stakeholders are engaged in the process	
PM Resources are sought and utilized	
<b>PART 2 Score: MODE of Target Group Scores</b>	

**FINAL RATING:**

+ 
 
 =

**(Part 1 Score x .25) + (Part 2 Score x .75) = Overall Score**

## APPENDIX O.

**TPS Progress Monitoring Matrix**

<b>Attributes</b>	<b><u>Below Standard (1)</u></b>	<b><u>Developing (2)</u></b>	<b><u>Effective (3)</u></b>	<b><u>Exemplary (4)</u></b>
<b>Supports student Growth</b>	Demonstrates little or no evidence of tracking to determine student progress, and/or planning strategies and takes sporadic action to promote improvements in student performance.	Demonstrates some evidence of tracking to determine student progress and/or planning strategies and takes occasional action to promote improvements in student performance.	Demonstrates sufficient evidence of tracking student to determine progress and/or planning strategies and takes consistent and regular action to promote improvements in student performance.	Demonstrates extensive evidence of detailed tracking of student performance, strategizing, and taking frequent action to improve student performance.
<b>Use of assessments</b>	Demonstrates little or no evidence of the creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.	Demonstrates some evidence of the occasional creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.	Demonstrates sufficient evidence of the regular and consistent creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.	Demonstrates extensive evidence of the frequent and consistent creation, utilization, execution, and post analysis of information of a variety of assessments to foster student performance.
<b>Interventions are done in a timely manner</b>	Provides little or no evidence of intervention to improve student performance.	Provides some evidence of occasional intervention to improve student performance.	Provides sufficient evidence of regular and consistent intervention to improve student performance.	Provides extensive evidence of frequent and consistent intervention to improve student performance.
<b>Stakeholders are engaged in the process</b>	Establishes and executes little or no outreach and engagement of stakeholders in the process of improving student performance.	Establishes and executes some occasional outreach and engagement of stakeholders in the process of improving student performance.	Establishes and executes regular and consistent outreach and engagement of stakeholders in the process of improving student performance.	Establishes and executes frequent and consistent outreach and engagement of stakeholders in the process of improving student performance.
<b>PM Resources are sought and utilized</b>	Does not seek or establish any resources in the process of improving student performance.	Inconsistently seeks and establishes some resources in the process of improving student performance.	Regularly seeks and establishes sufficient resources in the process of improving student performance.	Frequently seeks and establishes extensive resources in the process of improving student performance.