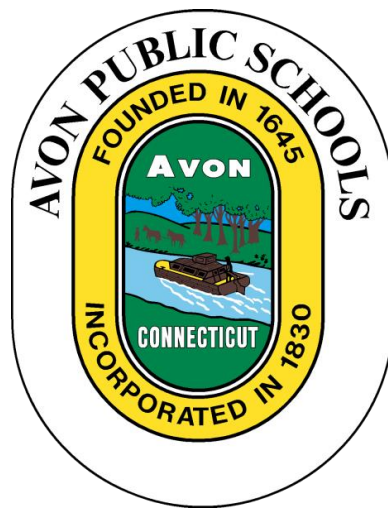


Avon Public Schools Avon, Connecticut



Teacher Evaluation and Development Model

Adopted by the Board of Education 6/21/16

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TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

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

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

Evaluation and Support System Overview

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

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

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

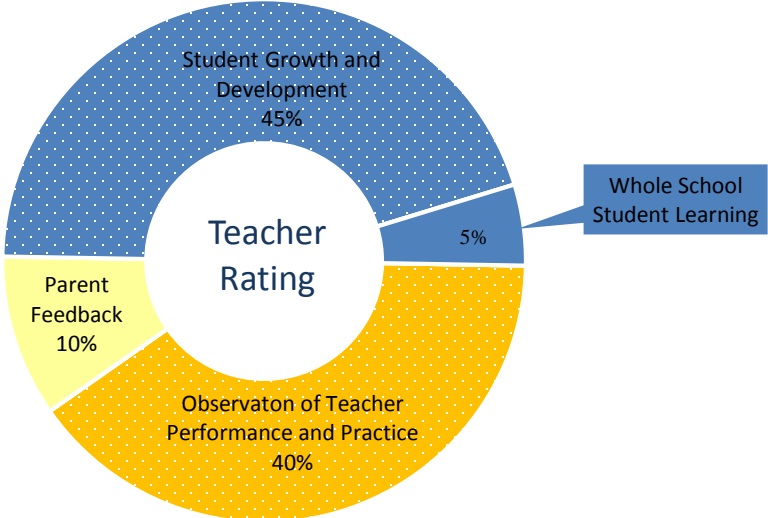
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

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



*If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 when state test data are available

Goal-Setting and Planning:

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

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

Mid-Year Check In:

Timeframe: **January and February**

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

End-of-Year Summative Review:

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

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

Primary and Complementary Evaluators

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

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

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

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

Orientation and Training Programs

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

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

SUPPORT AND DEVELOPMENT

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

Evaluation-Informed Professional Learning

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

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

Individual Teacher Improvement and Remediation Plan

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

The plan must include the following components:

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

- Indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan

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

Career Development and Growth

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

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

TEACHER PRACTICE RELATED INDICATORS

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

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

These categories will be described in detail below.

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

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

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

The CCT Rubric for Effective Teaching is organized into four domains, each with 3 indicators. Forty percent of a teachers' final summative rating is based on their performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³

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

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and
- 1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 3: Instruction for Active Learning

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

- 3a. Implementing instructional content for learning;
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 2: Planning for Active Learning

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

- 2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;
- 2b. Planning instruction to cognitively engage students in the content; and
- 2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

- 4a. Engaging in continuous professional learning to impact instruction and student learning;
- 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

³ Domain 5 Assessment is embedded throughout the four domains.



The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Evidence Generally Collected Through **Observations**

Domain 1 Learning Environment, Student Engagement and Commitment to Learning

1

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

- 1a.** Promoting a positive learning environment that is respectful and equitable.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing service delivery by effectively managing routines and transitions.

Domain 3 Service Delivery

3

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a.** Implementing service delivery for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting service delivery.

Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**

Domain 2 Planning for Active Learning

2

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a.** Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning prevention/intervention to actively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain 4 Professional Responsibilities and Leadership

4

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

- 4a.** Engaging in continuous professional learning to impact service delivery and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



Connecticut State Department Of Education

HOTLINE 860-713-6868



sde.seed@ct.gov



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Observation Process

In the Avon Teacher Evaluation and Development Model:

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

	Category 1	Category 2	Category 3
Description	Teachers scoring “Below Standard” in previous year or novice teachers in first or second year of teaching	Teachers scoring “Developing” in previous year, novice teachers in third or fourth year of teaching, or experienced teachers new to Avon in their first or second year	Avon tenured teachers scoring “Proficient” or “Exemplary” in previous year
Formal Observation(s)	4 observations scheduled in advance, with pre and post conferences (1 per 45 school days)	3 observations scheduled in advance, with pre and post conferences (1 per 60 school days)	1 formal observation once every three years (prior to April 1) scheduled in advance, with a pre and post conference <i>At the teacher’s request, a second formal observation will be conducted and integrated into his/her evaluation with equal weight.</i>
Feedback	Verbal and written feedback will be provided within 7 days. Only an administrator employed under a 092 license can conduct formal observations. In the event that two or more observations are conducted within a year, teachers may request to have more than one administrator conduct an observation.		
Informal Observations	May be conducted at any point, based on the discretion of the evaluator	May be conducted at any point, based on the discretion of the evaluator	3 required informal observations per year (except during the formal observation year cycle). Other informal observations may be conducted at any point, based on the discretion of the evaluator
Reviews of Practice	1 required review of practice	1 required review of practice	A minimum of 1 selected review of practice mutually agreed upon by the teacher and administrator
Reviews of Practice Examples	Suggested examples of reviews of practice may include, but are not limited to: <ul style="list-style-type: none"> • self-reflection resulting from observations of others’ practices • substantial examples of collaboration (lesson design, assessment design, student interventions, etc.) • assessments and/or student portfolios • planning, data team, and/or professional learning community meetings • observations of coaching and/or mentoring other teachers • participation in professional development, school-based activities/events, or out-of-district professional activities • observing other classrooms and providing feedback • team-teaching and/or co-teaching • inviting a colleague to observe you and provide you with feedback • curriculum writing • vertical and/or horizontal alignment planning • participation in TEAM 		

Pre-Conferences and Post-Conferences

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

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

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

Classroom observations provide the most evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. Non-classroom observations/reviews of practice generally provide the most evidence for domains 2 and 4 of the CCT Rubric for Effective Teaching. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, committee meetings, data team meetings, department/grade level meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and participation in professional development or school-based activities/events.

Feedback

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

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

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

Teacher Performance and Practice Focus Area

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

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

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

Teacher Performance and Practice Scoring

Individual Observations

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

Summative Observation of Teacher Performance and Practice Rating

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

- 1) Evaluator holistically reviews evidence collected through observations, interactions, and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
- 2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations, interactions, and reviews of practice. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

Consistency: What level of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? 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 1:

Domain 1	Indicator Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
Average Score		2.7

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

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

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

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

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

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

Category #2: Parent Feedback (10%)

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

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

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

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

STUDENT OUTCOMES RELATED INDICATORS

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

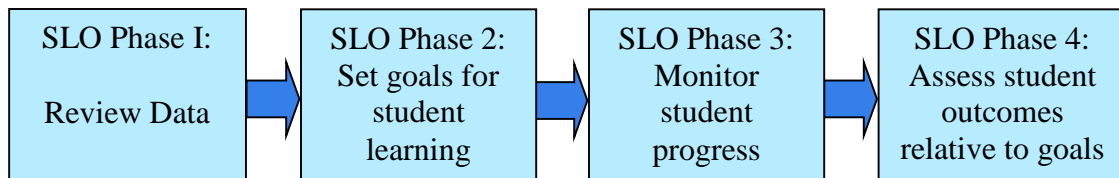
Two components comprise this category:

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

These categories will be described in detail below.

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

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



SLO Phase 1: Review Data

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2: Set SLO (goals for student learning)

Each teacher will write one SLO. The indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available.

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

Step 1: Decide on the Student Learning Objectives

The SLOs will be a broad goal for student learning and should address a central purpose of the teacher's assignment. The goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need.

Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. The SLO must include multiple, differentiated IAGDs. One half (22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select an additional non-standardized indicator.

For the other half (22.5%) of the IAGDs there may be a maximum of one additional standardized indicator or a minimum of one non-standardized indicator.

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

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

Each IAGD should make clear (1) what evidence/measure of progress will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since IAGDs are unique to each teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure(s) of progress for their SLOs, but they would be unlikely to have identical IAGDs. Taken together, an SLO and its IAGD(s), if achieved, would provide evidence that the objective was met.

Step 3: Provide Additional Information

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

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

Step 4: Submit SLO to Evaluator for Approval

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

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

SLO Approval Criteria

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

SLO Phase 3: Monitor students' progress

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

SLO Phase 4: Assess student outcomes relative to SLOs

At the end of the school year, the teacher should collect the evidence required by his/her IAGDs and submit it to his/her evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

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

The evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. The SLO rating and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

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

However, once the state assessment data is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

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

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

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

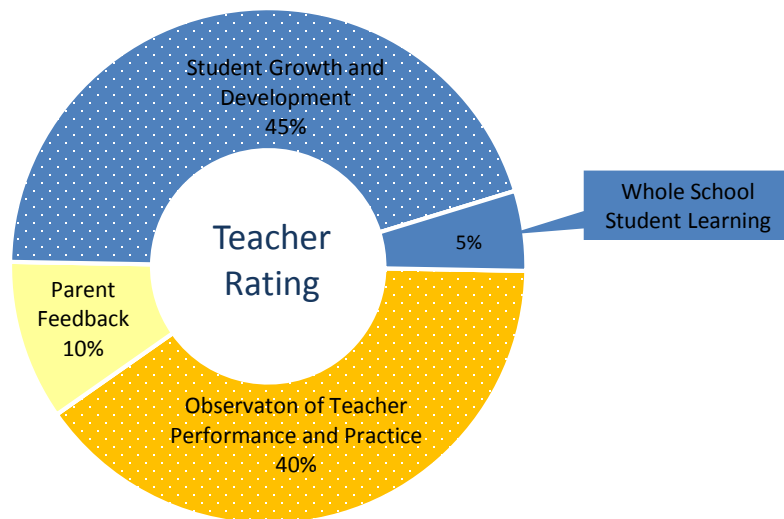
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded Whole-School Student Learning Indicator	Met Whole-School Student Learning Indicator	Partially met Whole-School Student Learning Indicator	Did not meet Whole-School Student Learning Indicator

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

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

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

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

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

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

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

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

Rating Table

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

3) Use the Summative Matrix to determine the Summative Rating

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

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

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

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

Appendix A

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

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

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

Indicator 1.a: Creating a positive learning environment that is responsive to and respectful of the learning needs of students.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity	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.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

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

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.

Indicator 1.c: Maximizing instructional time by effectively managing routines and transitions.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2.a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or 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.
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2.b: Planning instruction to cognitively engage students in the content.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
Instructional resources and flexible groupings support cognitive engagement and new learning	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 engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2.c: Selecting appropriate assessment strategies to monitor student progress.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

CCT DOMAIN 3: Instruction for Active Learning

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

Indicator 3.a: Implementing instructional content for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies	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.

CCT DOMAIN 3: Instruction for Active Learning

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

Indicator 3.b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

CCT DOMAIN 3: Instruction for Active Learning

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

Indicator 3.c: Assessing student learning, providing feedback to students and adjusting instruction.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional adjustments	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 results in quality work.

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

Indicator 4.a: Engaging in continuous professional learning to impact instruction and student learning.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and 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.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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

Attributes	Low Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

Indicator 4.c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide 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.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

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

Definition of Terms

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

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

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

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

Culturally-responsive communications: 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.

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.

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.

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.

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.

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.

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.

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.

Lesson plan: A purposeful planned learning experience.

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.

Literacy strategies: 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.

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

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

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).

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.

Appendix B

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

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

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
Respect for learner diversity	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of all learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.

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

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
Promoting social and emotional competence	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies and take responsibility for their actions.

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

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

Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2a: Developing plans aligned with standards that build on learners’ knowledge and skills and provide an appropriate level of challenge.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Standards alignment	Designs plans that are misaligned with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that partially align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut content standards or discipline-specific state and national guidelines into their work.
Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence based practice.	Designs plans that challenge learners to apply learning to new situations.
Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to develop their own objectives.

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2b: Developing plans to actively engage learners in service delivery.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
Resources and flexible groupings and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.

CCT DOMAIN 2: Planning for Active Learning

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

Indicator 2c: Selecting appropriate assessment strategies to identify and plan learning targets.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, and cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, and cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, and cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

CCT DOMAIN 3: Service Delivery

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

Indicator 3a: Implementing service delivery for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Purpose of service delivery	Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
Precision of service delivery	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
Level of challenge	Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.

CCT DOMAIN 3: Service Delivery

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Strategies, tasks and questions	Use tasks and questions that do not engage learners in purposeful learning.	Use tasks or questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction and choice of available resources or flexible groupings.
Learner responsibility and independence	Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

CCT DOMAIN 3: Service Delivery

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

Indicator 3c: Assessing student learning, providing feedback and adjusting service delivery.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.
Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.
Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
Adjustments to service delivery	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.

CCT DOMAIN 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Self-evaluation/reflection	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
Professional learning	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.

CCT DOMAIN 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.
Ethical conduct	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but many contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

CCT DOMAIN 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Attributes	Below Standard	Developing	Proficient	Exemplary <small><i>In addition to the characteristics of Proficient, including one or more of the following:</i></small>
Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners and families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Stakeholder engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.
Culturally responsive communications with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negatively when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.

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

Definition of Terms

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

Assessment strategies are used to evaluate learners before, during and after service delivery.

Entry assessments are often diagnostic and used to determine eligibility for services.

Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services.

Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Connecticut content standards: Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

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

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

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

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

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

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

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

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

Respect for learner 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.

Respectful and equitable learning environment: Supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes (Branson & Gross, 2014).

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

Service delivery framework: A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

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).

Stakeholders: Student/adult learners, families, colleagues, community members, etc. who are determined by the role and delineated responsibilities of the service provider.

Appendix C

Connecticut Code of Professional Responsibility for Teachers

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

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

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

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

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

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

Connecticut State Department of Education



Stefan Pryor
Commissioner

Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

FOR MORE INFORMATION:

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

Connecticut Code of Professional Responsibility

For Teachers

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



PREAMBLE

Subsection (a)

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

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

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

Connecticut Code of Professional Responsibility for Teachers

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

(b) RESPONSIBILITY TO THE STUDENT

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

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

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

(c) RESPONSIBILITY TO THE PROFESSION

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

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

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

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

(d) RESPONSIBILITY TO THE COMMUNITY

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

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

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

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

Appendix D

Teacher Evaluation and Development Model Forms

These forms are available on the Avon Website: <http://www.avon.k12.ct.us>

Go to the tab: **Teaching and Learning**

Scroll to: **Educator Evaluation**

Select: **Teacher Evaluation Forms**