
Mansfield Public Schools

PROFESSIONAL LEARNING AND EVALUATION PLAN

May 14, 2013



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OVERVIEW OF THE PLAN

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INTRODUCTION

Mansfield Public Schools is a pk-8 public school in the town of Mansfield, Connecticut dedicated to serving the educational and training needs of our students and staff.

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

The plan was developed during 2012-2013 and reviewed by Mansfield Public Schools Professional Development Committee, comprised of representative teachers and administrators.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

The Professional Learning and Evaluation Program of the Mansfield Public Schools system serves to establish high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for Mansfield Public Schools Professional Learning and Evaluation Program.

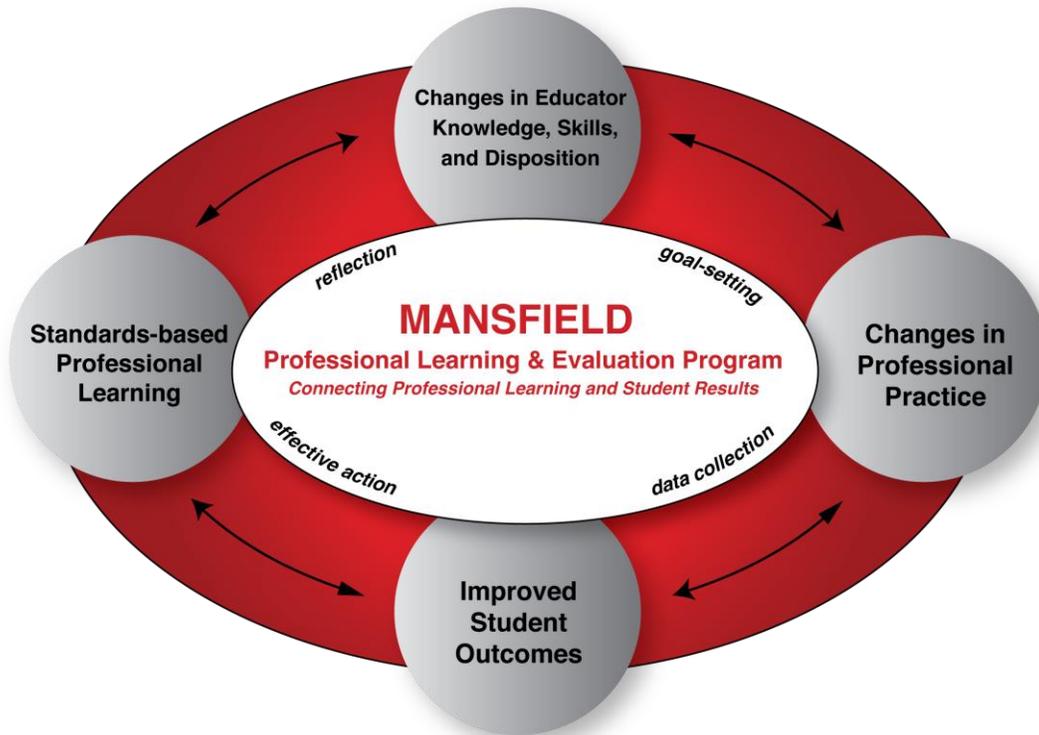
We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

We believe that:

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

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Mansfield Public School’s Professional Learning and Evaluation Program will address all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2010)* for teacher evaluation, the *Common Core of Leading-Connecticut’s Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.



The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program’s teacher observation and evaluation instrument, the *Standards for Educator Performance and Practice (StEPP) Continuum* is designed to align with the processes and

professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

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

THE SIX DOMAINS OF TEACHER PERFORMANCE

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The CCT should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career.

Domain 1. Content and Essential Skills:

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3. 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.

Domain 4. 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.

Domain 5. Assessment for Learning:

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6. Professional Responsibilities and Teacher Leadership:

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

**MANSFIELD PUBLIC SCHOOLS PROFESSIONAL LEARNING AND EVALUATION
PROGRAM GOALS**

1. Professionalize the Profession

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

2. Improve the quality and focus of observation and evaluation

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments or other national or locally-developed curriculum benchmarks and expectations for student learning.
- Improve quantity and quality of feedback to those evaluated.
- Align evaluation findings with professional learning programs and support systems.

3. Support organizational improvement through the Professional Learning and Evaluation Program.

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

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Mansfield Public Schools believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities. Mansfield Public Schools evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Mansfield Public Schools Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE MANSFIELD PUBLIC SCHOOLS PLAN: ALIGNING STANDARDS AND PROCESSES:

Evaluation is an educator-centered process: We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by an educator and not a thing done to a worker” (Peterson, 2000, p. 5).

- Educator reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for all educators. *[Standards: Learning Communities; Data; Outcomes]*
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

Organizational culture matters: The framework and outcomes of systems for the evaluation of educators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).

- It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of educators and teaching to emphasize their role as instructional leaders who collaborate with all educators.
 - Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
 - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
 - Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
 - Educators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

Evaluation and professional learning must be differentiated to increase

organizational effectiveness: There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012)

- The needs of veteran and novice educators are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Mansfield Public Schools Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in recommendations for planning staff development programs.

Responsibility for Evaluations

Administrators will be responsible for evaluations, including, but not limited to, personnel in the following two categories:

- ***Administrators, Program Directors of Mansfield Public Schools and Programs/
Director of Special Education and Student Support Services/Director of
Information Technology Services***
 - Teachers
 - Guidance/School Counselors
 - Literacy Coaches
 - Technology Coordinators
 - School Psychologists
 - Speech Therapists
 - Other Related Services Personnel
- ***Superintendent of Schools***
 - Mansfield Public Schools Administrators
 - District Coordinator Specialists (Language Arts, Math, Library)

Roles and Responsibilities of Evaluators and Evaluatees

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

1. The Standards for Educator Performance and Practice StEPP Continuum.
2. The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
3. The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the CMT/CAPT Assessments (and Smarter Balanced Assessments, when available), as well as locally-developed curriculum standards.
4. Adherence to established timelines.
5. Completion of required components in a timely and appropriate manner.
6. Sharing of professional resources and new learning about professional practice.

Evaluator Roles:

- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

Evaluatee Roles:

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Training and Orientation of Teachers and Administrators

During Spring 2013 and throughout the 2013-14 school year, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

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

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, each Mansfield Public Schools site will offer localized support to staff members new to the agency or building. A variety of general topics will be addressed, including:

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

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

Understanding of Mansfield Public Schools Professional Learning and Evaluation Program's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL),

Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Mansfield Public Schools Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by Mansfield Public Schools Administrators.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Program will be allocated annually based on need.

Plan Evaluation and Revision

The Professional Learning and Growth Plan of the Mansfield Public Schools will undergo an annual review by the District's Professional Development Committee. The committee, with representation from both teachers and administrators, will solicit feedback from all stakeholder groups and use this information to suggest revisions to the plan if needed. The committee will report their recommendations to the Mansfield Board of Education and to the Connecticut Department of Education as required. Any revisions to the plan will be disseminated to all stakeholders.

DISPUTE RESOLUTION

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees. The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed.
2. Adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

NOTE: *The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.*

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If there has been no resolution, the Superintendent will review information from the evaluator and evaluatee and will meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

TEACHER EVALUATION PLAN

TEACHER EVALUATION PLAN OVERVIEW

INTRODUCTION

Mansfield Public Schools Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Program as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among Mansfield Public Schools. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System (PASS), for those educators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Mansfield Public Schools Professional Learning and Evaluation Program are defined using the six domains (see page 5) and their indicators of the Common Core of Teaching (CCT, 2010). The *Standards for Educator Performance and Practice (StEPP) Continuum*, the tool used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Effective; Exemplary*. The CCT (2010) and the *StEPP Continuum* are provided in Appendix A of this document.

Core Requirements of the Evaluation Program

Mansfield Public Schools Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following document is a description of the processes and components of Mansfield Public Schools' program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

Summary of Important Milestones in the Teacher Evaluation Plan

Deadline	Process or Component
<i>Completed on or about September 15th</i>	Teachers meet with their evaluator in groups and/or individually to discuss the evaluation process, school and district goals, data, and develop a collaboration schedule
<i>Completed on or about October 15th</i>	Teacher reflect on data and draft 5 goals: <ul style="list-style-type: none"> • Two SMART goals addressing student learning outcomes • One goal addressing performance and practice • One goal addressing a whole-school goal based on parent feedback • One goal addressing whole school indicator of student learning Teacher meets with their evaluator in goal setting conference
<i>Completed on or about November 30th</i>	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
<i>Completed on or about January 30th</i>	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
<i>Completed on or about February 15th</i>	Interim conference with evaluator focusing on both processes and progress towards meeting goals and developing teacher practice
<i>Completed on or about April 30th</i>	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
<i>Completed on or about May 15th</i>	Written reflection by teacher addressing all components of the plan and future direction. This is due to the evaluator five days prior to conference
<i>Completed on or about June 10th</i>	End-of-year summative review conference with evaluator, followed by assigning a summative rating to each teacher

PROCESS AND TIMELINE OF TEACHER EVALUATION

The annual evaluation process for a teacher will at least include, but not be limited to, the following 6 steps, in order:

Step 1 -- ORIENTATION (BY SEPTEMBER 15):

To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. The *StEPP Continuum*.
2. Administrator, school, and district priorities that should be reflected in teacher performance and practice goals.
3. Development of SMART goals related to student outcomes and achievement.
4. Data regarding whole-school indicators of student learning.
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis.
7. Access to the online evaluation system (My Learning Plan-OASYS).

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

Step 2 -- Goal-setting Reflection and Conference (by October 15):

- a. *Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning goals, and the *StEPP Continuum*.

SRBI / RTI are not separate plans but are to be considered an integral part of the goal setting process in Mansfield's Teacher Evaluation Process and could be incorporated into any of the four component area goals.

When writing SMART goals, teachers may wish to consider the subgroups they work with or the Tier II and Tier III interventions needed for their students.

The teacher will draft the following goals:

- 1) **two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher’s summative evaluation;
- 2) **one performance and practice goal**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluator observations and review of the *StEPP Continuum* **;
- 3) **one goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**; and
- 4) **one goal based on whole school indicators of student learning** for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

** School counselors and psychologists should discuss with their evaluators the value of writing their SMART goals with an emphasis similar to the SMART goals of District Coordinator specialists.*

*** First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing goals.*

- b. *Goal-Setting Conference* – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data and evidence that may be included in the goal-setting conference:

<ul style="list-style-type: none"> • Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes • Survey Data 	<ul style="list-style-type: none"> • Class List • Standardized and Non-Standardized Data (based on the teacher’s class) • School-Level Data • StEPP Continuum
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** In year one of the implementation of the new year program, teachers will be encouraged to set one year goals related to professional learning and practice. At the end of year one, teachers may choose to set multi-year goals.*

Step 3 -- Observations of practice (by November 30, January 30, and April 30):

- a. *Observations* - Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating (see Observation Schedule on p. 27)
- b. *Evidence collection and review (throughout school year)* - The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

Step 4 -- Interim Conference (by February 15)

- a. The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning.
- b. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals 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.

Step 5 -- End-of-year summative review (by June 10):

- a. *Teacher self-assessment* – (due to the evaluator 5 working days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment

for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *StEPP Continuum* and established in the goal-setting conference.

- b. *Self-Assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- d. *Summative Rating* - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix. 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 August 15.

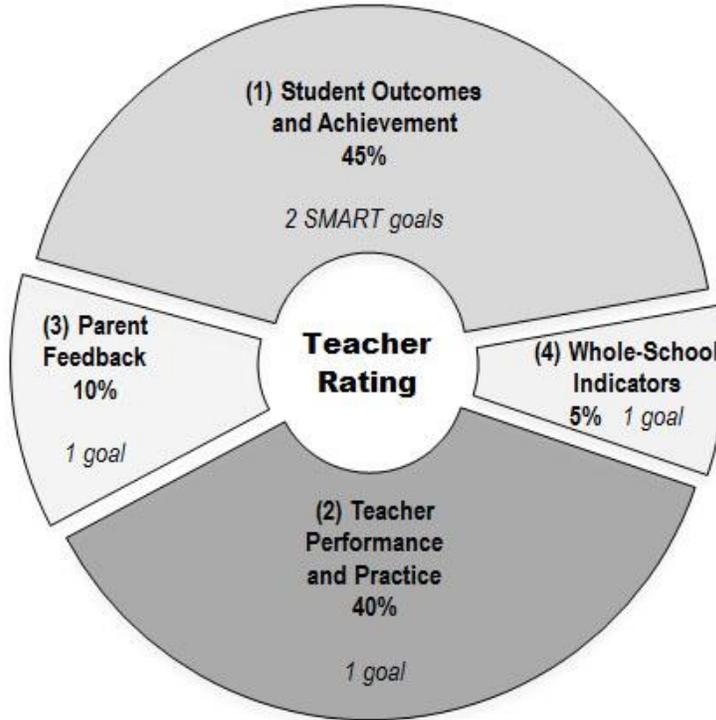
Step 6 -- Summative rating revisions (by August 15):

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year.

(See pages 31-34 for explanation of summative ratings and matrix)

COMPONENTS OF TEACHER33 EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher’s annual summative evaluations and ratings as follows:



COMPONENT 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a teacher’s evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goals that are aligned with both standardized and non-standardized measures. Teachers are required to develop **two SMART goals** related to student growth and development.

- a. *One SMART GOAL based on Standardized indicators (comprises 22.5% of teacher’s evaluation rating).* For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results of student achievement on the appropriate state test (CMT, CAPT, MAS) and other standardized assessments where available.
 - Teachers in non-tested grades (PK, K, 1, 2) and subjects may establish common SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available

- b. *One SMART goal based on Non-standardized indicators (comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goals based on non-standardized indicators may include:
- Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student portfolios of examples of work in content areas, collected over time, and reviewed annually.

SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities (*see Appendix I for examples of SMART Goals using Standardized and Non-Standardized Indicators*).

Goal Setting

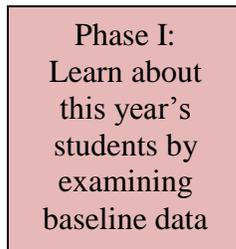
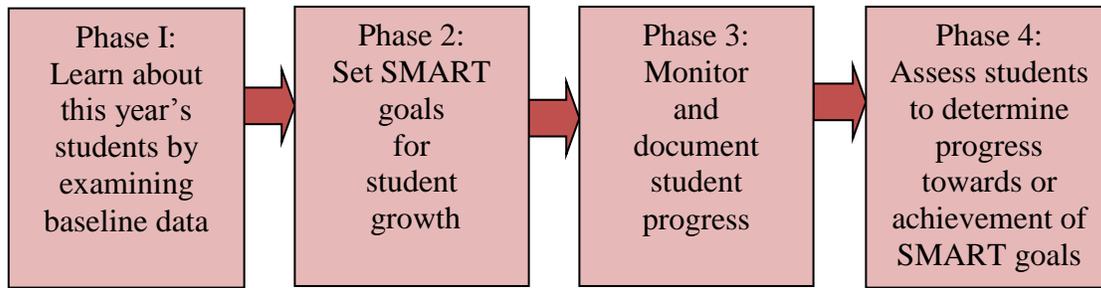
Mansfield Public Schools teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. Take into account the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester.
2. Address the most important purposes of a teacher's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account students' learning needs vis-à-vis relevant baseline data.
5. Be aligned to state and national curriculum standards/frameworks.
6. Be mutually agreed upon by teacher and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated. **The teacher and administrator will define the group of students for whom they are writing SMART goals.**

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

Phase 2:
Set SMART goals
for
student
growth

Each teacher will write TWO SMART goals. Teachers whose students take a state assessment will create one SMART goal based on that assessment and one SMART goal based on a non-standardized assessment. All other teachers may develop their two SMART goals based on non-standardized assessment or a standardized assessment where available and appropriate.

Each SMART goal should make clear:

- What evidence was or will be examined
- What level of performance is targeted
- Strategies used to help students to reach learning targets
- What assessment(s)/indicator(s) will be used to measure the targeted level of performance
- What proportion of students is projected to achieve the targeted performance level

SMART goals 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.**

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

- ***Priority of Content:*** SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- ***Rigor of SMART goal:*** SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- ***Analysis of Student Outcome Data:*** SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Phase 3:
Monitor and
document
student
progress

Once SMART goals are approved, teachers must monitor students' progress toward achieving student learning SMART goals.

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences - Mid-year check-ins:

Evaluators and teachers will review progress toward the SMART goals at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goals for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by February 15 of the academic year (or April 30 for second semester courses in high school).

Phase 4:
Assess students to
determine progress
towards or
achievement of
SMART goals

End-of-year review of SMART goals/ Student Outcomes and Achievement:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available.

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

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

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SMART goal ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SMART goals that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If this is the case, the teacher's student growth and development rating will be based only on the results of the SMART goal that is based on non-standardized indicators and other evidence to support the SMART goal based on the state standardized assessment. After all data, including state test data, are available, the evaluator may adjust the final summative rating if the state test data may have a significant impact on a final rating.

Training for Teachers and Evaluators

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of the two SMART goals by which teachers will be evaluated. A full day training session will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

COMPONENT 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the *StEPP Continuum*. Teachers are required to develop **one goal** related to their teaching performance and practice.

The Standards for Educator Performance and Practice (StEPP) Continuum

The *Standards for Educator Performance and Practice (StEPP) Continuum*, the observation instrument for Mansfield Public Schools Professional Learning and Evaluation Program, has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The *StEPP Continuum*, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional staff developers), who reviewed the six domains (see page 5) and 46 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *StEPP Continuum* represents a distillation of each of these resources to essential elements, crucial to effective practice, which can be observed and applied in appraisals of teachers.

The *StEPP Continuum* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *StEPP Continuum* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self-evaluations. The overarching principles of the *StEPP Continuum* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a pathway to access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *StEPP Continuum*, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lessons and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide data related to the CCT standards and the effectiveness of teachers' performance and practice.

In employing the CCT as its foundation, the *StEPP Continuum* maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The *StEPP Continuum* and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Consistency between these programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *StEPP Continuum* to reflect on their own practices and their impact on student performance. Based on that reflection, **teachers will develop one performance and practice goal** to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals will not be evaluated, but should result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice.

Data Gathering Process

Mansfield Public Schools evaluators will use the *StEPP Continuum* to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *StEPP Continuum* which will allow teachers to demonstrate: the context for

their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 5 domains <ul style="list-style-type: none"> • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals 	<ul style="list-style-type: none"> • Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class formal observations	Data related to Domains 2-5 <ul style="list-style-type: none"> • Teacher-student, student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of teacher’s ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to Domain 6 <ul style="list-style-type: none"> • Teacher reflection, as evidenced in pre- and post-conference data. • Engagement in professional development opportunities, involvement in action research. • Collaboration with colleagues • Teacher-family interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

In addition to formal conferences for goal-setting and performance review and formal in-class observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts. The Professional Learning and Evaluation Program also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

- In year one of the Plan implementation, all Pilot Teachers will receive at least three in-class formal observations. Two of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. There will also be at least one review of practice, with a mutually agreed upon area of practice.
- In the Second Year of the Plan implementation, Teachers in the 1st Year of the Plan, Teachers designated Below Standard or Developing, and Teachers in their 1st or 2nd Year as a Mansfield Public School teacher will receive at least three in-class formal

observations. Two of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. There will also be at least one review of practice, with a mutually agreed upon area of practice.

- In the Second Year or subsequent years of the Plan implementation, teachers designated as Exemplary or Effective with three or more years of experience teaching in the Mansfield Public Schools will receive at least one in-class formal observation. The observations will include a pre-conference and a post-conference with timely written and verbal feedback. There will also be at least two reviews of practice, with a mutually agreed upon area of practice.

Teacher Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
<i>FIRST YEAR OF PROGRAM IMPLEMENTATION</i>		
All Pilot Teachers	Three in-class formal observations	Two of which must have pre-conferences and post-conferences.
	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
<i>SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND</i>		
<ul style="list-style-type: none"> • Teachers in 1st Year of Implementation • Teachers Designated Below Standard or Developing • Teachers in their 1st or 2nd year as a Mansfield Public Schools Teacher 	Three in-class formal observations	Two of which must have pre-conferences and post-conferences.
	At least one review of practice, on a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
<ul style="list-style-type: none"> • Teachers in 2nd Year of Implementation designated as Exemplary or Effective with three or more years of experience in Mansfield 	One in-class formal observation	In-class observation must have pre and post-conferences.
	Two reviews of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 2-6, evaluators will use the *StEPP Continuum* to initially assign ratings of Below Standard, Developing, Effective or Exemplary. **Ratings will be made at the Domain level only.**

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Teacher Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below effective
Effective	Minimum of three effective ratings at the domain level and no rating below standard
Developing	Minimum of 2 effective rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

COMPONENT 3: PARENT FEEDBACK (10%)

Ten percent (10%) of a teacher’s evaluation shall be based on parent feedback, including data from surveys and may also include focus group data. Teachers are required to develop **one goal aligned with a whole-school** goal based on data from a **parent survey**.

Mansfield Public Schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful. The Mansfield Board of Education will be consulted regarding the use of the appropriate survey tool.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, all Mansfield Public Schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered twice per year, both in September and May. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and **result in one school-wide goal to which all certified staff will be held accountable**.

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.

Examples of surveys, developed by *Education for the Future*, which will be used by Mansfield Public School system, are attached in the Appendix.

COMPONENT 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback. Teachers are required to develop **one goal based on whole school indicators** of student learning.

Mansfield Public Schools will define and communicate a Whole School Learning Indicator that is based on an aggregate rating for multiple student learning indicators established for the administrator's evaluation rating (i.e., Administrator's 45%) to which **all** certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Teachers' rating in this area will be determined by the administrator's performance rating multiple student learning indicators that comprise 45% of an administrator's evaluation.

SUMMATIVE TEACHER EVALUATION RATING

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

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

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide. Few teachers are expected to demonstrate *exemplary* performance on more than a small number of indicators.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicates performance that has been determined to be below effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

1. determining a teacher practice rating,
2. determining a teacher outcomes rating and
3. combining the two into an overall rating

1. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a teacher's performance on domains *two through six* of the *StEPP Continuum* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

2. TEACHER OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes' rating derives from the two student outcome & achievement measures – 2 SMART goals – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

3. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use his/her professional judgment and the Matrix to determine the rating.

In accordance with The Connecticut Guidelines for Educator Evaluation, Mansfield Public Schools' Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.
2. In order to determine summative rating designations for each teacher, Mansfield Public Schools evaluators will:
 - A. Rate teacher performance in each of the four Component:
 1. Student Outcomes and Achievement (45%);
 2. Observations of Teacher Performance and Practice (40%);
 3. Parent Feedback (10%), and
 4. Whole-School Student Learning Indicators (5%).
 - B. Combine the Student Outcomes and Achievement (Component 1, above) and Whole-School Student Learning Indicator rating (Component 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Effective, Developing, or Below Standard.
 - C. Combine the Observations of Teacher Performance and Practice rating (Component 2, above) and the Parent Feedback rating (Component 3, above) into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Effective, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Effective, Developing, or Below Standard**. See Appendix C of this document for example.

Teacher Matrix Rating System

<i>Teacher Practice Rating (Components 2 & 3)</i>					
<i>Teacher Outcomes Rating (Components 1 & 4)</i>		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. PASS is a 3 tiered approach to teacher support. **(See description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.)**

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on the **PASS Improvement and Remediation Plan** for 30 days. After 30 days, the teacher may be placed on the **PASS Intensive Remediation Plan** for 60 days. (See description of **PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan**, below).

No teacher will participate in PASS for more than two consecutive school years.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of Developing or Below Standard may work with their local association designee in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Mansfield Public Schools will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of participation in PASS is determined by a summative final rating of Effective or Exemplary at the conclusion of the school year.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated "developing" or "below standard."
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve the domain.
7. *Support and Resources*: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the teacher will show progress towards effective /exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee 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.

Timeframe for Improvement in PASS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve a effective rating
Developing	360 days (two years) to achieve a effective rating
Effective	N/A
Exemplary	N/A

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher to a normal plan. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher’s personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, and based on the judgment of the administrator, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may

choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher on the normal plan. If the teacher's performance is below *Proficient*, the administrator will recommend termination of that teacher's employment to the superintendent.

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Mansfield Public Schools will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

**DISTRICT COORDINATOR SPECIALIST
EVALUATION PLAN**

DISTRICT COORDINATOR SPECIALIST EVALUATION PLAN OVERVIEW

INTRODUCTION

Mansfield Public Schools Professional Learning and Evaluation Plan provides both the structure and flexibility required to guide district coordinator specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal of the District Coordinator Evaluation Plan is to support these specialists in their professional growth toward the aim of improved student outcomes. The Plan aligns the professional standards for district coordinator specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each district coordinator specialist.

Goals of the District Coordinator Specialist Professional Learning and Evaluation Plan:

- improve learner outcomes through meaningful evaluation of practice, aligned with professional learning;
- improve district-wide learning goal outcomes through effective collaboration among educators;
- improve the quality of instruction by ensuring accountability for learner outcomes and district coordinator specialist effectiveness;
- provide professional assistance and support for district coordinator specialists when and where necessary.

Who are District Coordinator Specialists?

These individuals include non-teaching, non-administrative education professionals who provide a variety of district-wide services to students, teachers, and parents.

Performance Standards

It is expected that these specialists and their evaluators will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. A list of links to some of the relevant professional standards is provided in the Appendix. In observations of practice, evaluators will use the domains (see page 5) and indicators outlined in the *StEPP Continuum* and adapted for evaluation of education specialists.

Core Requirements of the Evaluation Program

Mansfield Public Schools Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following document describes the processes and components of the Mansfield Public Schools’ program for district coordinator specialist evaluation, through which the Core Requirements of the Guidelines shall be met.

Summary of Important Milestones in the Specialist Evaluation Plan

Deadline	Process or Component of Specialist Evaluation Plan
<i>Completed on or about September 15th</i>	Specialists meet with their evaluator in groups and/or individually to discuss the evaluation process, school and district goals, data, and develop a collaboration schedule
<i>Completed on or about October 15th</i>	Specialists reflect on data and draft 5 goals: <ul style="list-style-type: none"> • Two SMART goals addressing learner outcomes • One goal addressing professional performance and practice • One goal addressing a district goal based on parent feedback • One goal addressing a district-wide indicator of student learning Specialists meets with their evaluator in goal setting conference
<i>Completed on or about November 30th</i>	Evaluators observe specialists (pre- and post- conferences) and provide written and oral feedback Specialists continue to collect evidence and/or artifacts to support learner outcomes and professional practice goals
<i>Completed on or about January 30th</i>	Evaluators observe specialists (pre- and post- conferences) and provide written and oral feedback Specialists continue to collect evidence and/or artifacts to support learner outcomes and professional practice goals
<i>Completed on or about February 15th</i>	Interim conference with evaluator focusing on both processes and progress towards meeting goals and developing professional practice

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

<i>Completed on or about April 30th</i>	Evaluators observe specialists (pre- and post- conferences) and provide written and oral feedback Specialists continue to collect evidence and/or artifacts to support learner outcomes and professional practice goals
<i>Completed on or about May 15th</i>	Written reflection by specialist addressing all components of the plan and future direction. This is due to the evaluator five days prior to conference
<i>Completed on or about June 10th</i>	End-of-year summative review conference with evaluator, followed by assigning a summative rating to each specialist

PROCESS AND TIMELINE OF DISTRICT COORDINATOR SPECIALIST EVALUATION AND RATING

The process for the evaluation of district coordinator specialists is consistent with that of Mansfield Public Schools teacher and administrative evaluation processes, and includes the following characteristics:

- a focus on the relationship between professional performance and its impact on educational outcomes;
- evaluation of education specialist performance based on analysis of data from multiple sources;
- observations and reviews of practice that promote professional growth,
- a support system for providing assistance when needed

The annual evaluation process for a district coordinator specialist will at least include, but not be limited to, the following 6 steps, in order:

Step 1-- Orientation (by September 15):

To begin the annual evaluation process, evaluators meet with district coordinator specialists, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. The *StEPP Continuum for District Coordinator Specialists*.
2. District priorities that should be reflected in specialists' performance and practice goals.
3. SMART goals related to learner outcomes.
4. Data regarding district indicators of student learning
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis.
7. Access to the online evaluation system (My Learning Plan-OASYS)

Step 2 -- Goal-setting Reflection and Conference (by October 15):

- a. *District Coordinator Specialist Reflection*—In advance of the Goal Setting Conference, the specialist will examine data related to current learner needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, etc.), prior year evaluation and survey

results, previous professional learning goals, and the professional standards for their area of practice and *StEPP Continuum*.

The specialist will draft the following goals, specific to their assignments:

- 1) **two SMART goals** to address objectives related to the provision of services in their field that will help schools and the district improve learner outcomes. These SMART goals will be data driven and related to students' needs and performance, data team results, survey results, and other appropriate information resources. They will address:
 - How much did we do?
 - How well did we do it?
 - What difference did it make?

Goals will reflect targets for growth, which will be used in summative evaluations. This component will comprise 45% of their evaluation.

- 2) **one professional practice goal**, based on data from specialist reflection and evaluator observations, which will comprise 40% of their evaluation; and
- 3) **one goal for improving outcomes based on data from parent feedback**, for which the specialists will indicate their strategies for achieving this district-wide goal, which will comprise 10% of their evaluation; and
- 4) **one goal related to a district-level goal of the Mansfield Public Schools**, established by the appropriate administrator, which will comprise 5% of their evaluation.

- b. *Goal-setting conference* – No later than October 15 of the school year, the evaluator and education specialist will meet to discuss the specialist's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist's practice. The evaluator collects evidence about specialist practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

** In year one of the implementation of the program, specialists will be encouraged to set one-year goals related to professional learning and practice. At the end of year one, specialists may choose to set multi-year goals.*

Examples of data that may be included in the goal-setting conference:

District Coordinator Specialist	Evaluator
<ul style="list-style-type: none"> • Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or action plans and records • Artifacts from work of Learners • Data Team Minutes • Journals/notes documenting reflections on practice • Schedule of meetings/conferences • Survey Data 	<ul style="list-style-type: none"> • Standardized and Non-Standardized Data (based on the education specialist’s role and caseload) • School- or District- Level Data • Observation data based on <i>StEPP Continuum</i> and professional standards documents

Step 3 -- Observations of practice (by November 30, January 30, and April 30):

- a. *Observations* - Evaluators will observe specialists’ practice in formal and informal in-class observations or non-classroom reviews of practice throughout the school year, with the frequency schedule based on the year of implementation of the plan or the specialist’s previous year’s summative evaluation rating, where available. (see Observation Schedule on p. 62)

- b. *Evidence collection and review (throughout school year)* - The specialist collects evidence about his/her practice and outcomes related to the SMART goals that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the interim conference and summative review.

Step 4 -- Interim Conference (by February 15):

- a. The evaluator and specialist will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data, e.g. – how practice positively impacted student achievement, how practice affected district-related outcomes.

- b. The conference will allow both the specialist and evaluator to make explicit connections between the practice and practice component and the SMART goal component of the evaluation program. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.

Step 5 -- End-of-year summative review (by June 10):

- a. *District Coordinator Specialist self-assessment* - The specialist reviews and reflects on all information and data collected during the year related to the goals 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.
- b. *Self-Assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- c. *End-of-year conference* - The evaluator and the specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- d. *Summative Rating* - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

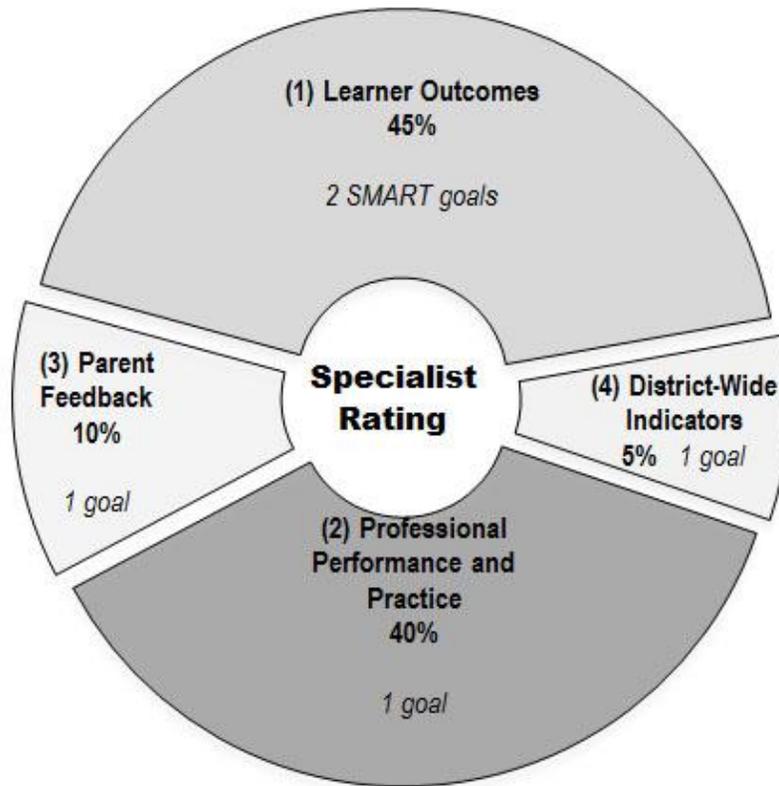
Step 6 -- Summative rating revisions (by August 15):

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year.

(See pages 67 for explanation of summative ratings and matrix)

COMPONENTS OF DISTRICT COORDINATOR SPECIALIST EVALUATION

Components of district wide specialists’ evaluation will reflect the instructions for corresponding categories in the Teacher Evaluation Plan (refer to pages 20-21).



COMPONENT 1: LEARNER OUTCOMES (45 %)

Forty-five percent (45%) of a specialist’s evaluation will be based on achievement of learner outcomes defined by specialist-created SMART Goals that are aligned with addressing a target related to the provision of services in their field that will be related to helping schools and districts improve student outcomes. to both standardized and non-standardized measures. District Coordinator specialists are required to develop **two SMART goals** related to learner outcomes.

- a. SMART goals may be based on the provision of services provided that relate to student learning needs and targets revealed in aggregate data from state tests or outcomes data, and/or other standardized assessments where available.

- b. Sources for the development of SMART goals based on non-standardized indicators may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student portfolios of examples of work in content areas collected over time and reviewed annually.
- c. SMART Goals and subsequent evaluation of progress in this area will be developed to address Mansfield Public Schools Results-Based Accountability Model (RBA).
- d. SMART goals for all personnel must demonstrate alignment with district-wide student achievement priorities (see Appendix I for examples of Standardized and Non-Standardized SMART goals).

Goal Setting

Mansfield Public Schools specialist's SMART goals address the learning needs of the district and are aligned to the specialist's assignment.

Each SMART goal will:

1. Take into account the overall needs and strengths of the learners assigned to the education specialist that year.
2. Address the most important purposes of a specialist's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account learner needs vis-à-vis relevant baseline data.
5. Consider Public School Information System (PSIS) factors.
6. Be mutually agreed upon by specialist and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Learner Progress

For further details regarding the process of SMART goal progress examine the diagrams in the *Teacher Evaluation* section on pages 22-25 which illustrates the processes involved in establishing and assessing SMART goals for learning.

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what proportion of learners is projected to achieve the targeted performance level.

Interim Conferences - Mid-year check-ins:

District coordinator specialists and teachers will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by February 15 of the academic year (or April 30 for second semester courses in high school).

End-of-year review of SMART goals/ Learner Outcomes and Achievement:

District Coordinator Specialist Self-Assessment – The specialist reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Specialists will reflect on the SMART goals by responding to the following four statements:

- Describe the results and provide evidence for each indicator.
- Describe what you did that produced these results.
- Provide your overall assessment of whether the goal was met.
- Describe what you learned and how you will use that information going forward.

End of Year Conference – The specialist will collect evidence of progress toward meeting the learning goals/objectives. This evidence will reflect learner progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the learning goals/objectives were met. Following the conference, the evaluator will rate the extent of progress toward meeting the goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available.

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

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

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

The final rating for Component 1: Learner Outcomes rating for a specialist is the average of their two SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SMART goal ratings and final Learner Outcomes rating will be shared and discussed with specialists during the End-of-Year Conference.

NOTE: For SMART goals that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If this is the case, the specialist’s learner outcomes rating will be based only on the results of the SMART goal that is based on non-standardized indicators.

Training for District Coordinator Specialists and Evaluators

Specific training will be provided to develop evaluators’ and specialist’s data literacy and creation of the two SMART goals by which specialists will be evaluated. Training sessions will support and/or enhance the abilities and skills of each specialist to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All specialists and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

COMPONENT 2: PROFESSIONAL PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a district coordinator specialist's evaluation will be based on observation of their professional performance and practice. Specialists are required to develop **one goal** related to their professional performance and practice.

The Standards for Educator Performance and Practice (StEPP) Continuum

The *StEPP Continuum*, the observation instrument for the Professional Learning and Evaluation Program, has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The *StEPP Continuum*, which observers will use in conducting teacher and education specialist observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the six domains and 46 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *StEPP Continuum* represents a distillation of each of these resources to essential elements, crucial to effective practice that can be observed and applied in appraisals of teachers and district-wide.

The *StEPP Continuum* has also been adapted for use in observation of the professional practice of education specialists. This adapted version addresses several principles that

are essential components of effective education specialist performance and practice. These principles are explicitly embedded in the adapted *StEPP Continuum* as observable practices, and specialists and evaluators are required to reflect on these practices during pre- and post-observation conferences and self-evaluations. The overarching principles of the *StEPP Continuum* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a means of access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of district coordinator specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *StEPP Continuum for District Coordinator Specialists*, so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. District coordinator specialists lesson plans, interventions, action plans, and associated documentation, pre-observation, post-observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of district coordinator specialists' performance and practice.

In employing the CCT as its foundation, the *StEPP Continuum for District Coordinator Specialists* maintains consistency with the *StEPP Continuum* that is employed in teacher evaluation. Both versions of the *Continuum* rely on rich professional discussion about and reflection on professional practice to advance educator effectiveness and student learning. Therefore, consistency among professional language and concepts regarding instructional practices makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

District Coordinator Specialist Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *StEPP Continuum* to reflect on their

own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. District coordinator specialist practice goals will not be evaluated, but should result in improvements in specialist knowledge and skills which will be evidenced in observations of performance and practice.

Data Gathering Process

Mansfield Public Schools evaluators will use the *StEPP Continuum* to guide data collection from three sources: conferences with specialists, classroom observations and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Indicators and Domains (see page 5) of the *StEPP Continuum* which will allow specialists to demonstrate: the context for their work; their ability to improve student learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their schools and district.

Data-Informed Observation of Specialist Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 6 domains: <ul style="list-style-type: none"> • Conversation and artifacts that reveal the specialist has an understanding of, content, learners, strategies, and use of data • Specialist use of data to inform instruction, analyze learner performance and set appropriate goals 	<ul style="list-style-type: none"> • Provides opportunities for specialists to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning. • Provides context for observations and evaluation.
Observations	Data related to Domains 2-5: <ul style="list-style-type: none"> • Specialist-learner, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of specialist’s ability to improve student learning and promote growth.
Non-classroom reviews of practice Documentation Log	Data related to Domain 6: <ul style="list-style-type: none"> • Specialist reflection, as evidenced in pre- and post-conference data. • Engagement in professional development opportunities, involvement in action research. • Collaboration with colleagues • Specialist-family interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

Observation of District Coordinator Specialist Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, evaluators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

Evaluators and instructional leaders use a combination of formal and informal, announced and unannounced observations to:

- Gather evidence of and facilitate professional conversation regarding the quality of educator practice;
- Provide constructive oral and written feedback of observations that is timely and useful for educators;
- Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual education specialists.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of specialists by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on learning outcomes. Formal and informal observation of specialists is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a district as a whole. In addition to learner observations, where applicable, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, professional development presentations, review of plans or other artifacts. The Professional Learning and Evaluation Program also establishes opportunities for specialists to participate in informal, non-evaluative observations of practice for the following purposes: to enhance awareness of teaching and

learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

- In year one of the Plan implementation, all Pilot Specialists will receive at least three formal observations. Two of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. There will also be at least one review of practice, with a mutually agreed upon area of practice.
- In the Second Year of the Plan implementation, Specialists in the 1st Year of the Plan, Specialists Designated Below Standard or Developing, and Specialists in their 1st or 2nd Year as a Mansfield Public School teacher will receive at least three in-class formal observations. Two of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. There will also be at least one review of practice, with a mutually agreed upon area of practice.
- In the Second Year or subsequent years of the Plan implementation, specialists designated as Exemplary or Effective with three or more years of experience teaching in the Mansfield Public Schools will receive at least one in-class formal observation. The observations will include a pre-conference and a post-conference with timely written and verbal feedback. There will also be at least two reviews of practice, with a mutually agreed upon area of practice.

DISTRICT SPECIALIST OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
<i>FIRST YEAR OF PROGRAM IMPLEMENTATION</i>		
All Pilot Specialists	Three formal observations	Two of which must have pre-conferences and post-conferences.
	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
<i>SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND</i>		
<ul style="list-style-type: none"> • Specialists in 1st Year of Implementation • Specialists Designated Below Standard or Developing • Specialists in their 1st or 2nd year as a Mansfield Public Schools Teacher 	Three formal observations	Two of which must have pre-conferences and post-conferences.
	At least one review of practice, on a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
<ul style="list-style-type: none"> • Specialists in 2nd Year of Implementation designated as Exemplary or Effective with three or more years of experience in Mansfield 	One formal observation	Observation must have pre and post- conferences.
	Two reviews of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 2-6, evaluators will use the *StEPP Continuum* to initially assign ratings of Below Standard, Developing, Effective or Exemplary. Ratings will be made at the Domain level only.

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Education Specialist Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Education Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings and no ratings below effective
Effective	Minimum of three effective ratings and no rating below standard
Developing	Minimum of 2 effective ratings and not more than one rating below standard
Below Standard	Two or more ratings below standard

COMPONENT 3: PARENT FEEDBACK (10%)

Ten percent (10%) of a specialist’s evaluation shall be based on parent feedback, including data from surveys and may also include focus group data. Specialists are required to develop **one goal aligned with a district-wide** goal based on data from a **parent survey**.

Mansfield Public Schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The surveys used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful. The Mansfield Public Schools School Governance Councils will be consulted regarding the use of the appropriate survey tool.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, all Mansfield Public Schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Specialist ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.

Examples of surveys, developed by *Education for the Future*, which will be used by Mansfield Public Schools, are attached in the Appendix.

COMPONENT 4: WHOLE-DISTRICT STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a specialist's evaluation shall be based on whole-district student learning indicators or student feedback. Specialists are required to develop **one goal based on whole district indicators** of student learning.

Mansfield Public Schools will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Specialists' efforts and actions taken towards achievement of the Whole District Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Specialists will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

SUMMATIVE DISTRICT COORDINATOR SPECIALIST EVALUATION RATING

Each district coordinator specialist will receive an annual summative rating in one of four levels:

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

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for education specialists district-wide or even statewide. Few education specialists are expected to demonstrate *exemplary* performance on more than a small number of indicators.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate that performance has met proficiency in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicate that performance that has been designated as below effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

1. PRACTICE RATING: Education Specialists Performance & Practice (40%) Parent Feedback (10%) = 50%

The practice rating derives from a specialist's performance on the five domains of the *StEPP Continuum* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for specialist practice. The Parent Feedback rating is combined with the Education Specialist Practice rating and the evaluator uses the matrix to determine an overall Education Specialist Performance & Practice Rating.

2. OUTCOMES RATING: Learner Outcomes (45%) + Whole-District Student Learning Indicators (5%) = 50%

The outcomes rating derives from the two learner outcome measures – 2 SMART goals – and whole-district learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-District Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

3. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Education Specialist Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

In accordance with The CT Guidelines for Educator Evaluation, Mansfield Public School's Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each education specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.

2. In order to determine summative rating designations for each education specialist, Mansfield Public Schools evaluators will:
 - A. Rate specialist's performance in each of the four Categories:
 1. Student Outcomes and Achievement;
 2. Observations of Performance and Practice;
 3. Parent Feedback, and
 4. Whole-School Student Learning Indicators.

 - B. Combine the Learner Outcomes and Achievement (Component 1, above) and Whole-District Student Learning Indicator rating (Component 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Effective, Developing, or Below Standard.

 - C. Combine the Observations of Professional Performance and Practice rating (Component 2, above) and the Parent Feedback rating (Component 3, above) into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Effective, Developing, or Below Standard.

 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, education specialists will be assigned a summative rating category of **Exemplary, Effective, Developing, or Below Standard**. See Appendix C of this document for example.

District Coordinator Specialist Matrix Rating System

<i>District Coordinator Specialist Practice Rating (Components 1 & 4)</i>					
<i>District Coordinator Specialist Outcomes Rating (Components 2 & 3)</i>		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

**DEFINITION OF DISTRICT COORDINATOR SPECIALIST EFFECTIVENESS
AND INEFFECTIVENESS**

District Coordinator Specialist effectiveness will be based upon a pattern of summative ratings collected over time. In order to be deemed effective, specialists will need to have a summative rating of Effective or Exemplary. Specialists are required to be effective within two years of being evaluated using this plan. Specialists who are not deemed effective by these criteria will be deemed ineffective.

Any specialist having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. **(See Professional Assistance and Support System, or PASS, below)**

After one year of participating in PASS, a specialist receiving such support will be expected to have a summative rating of Effective or Exemplary. Specialists who do not receive a summative rating of Effective or Exemplary after one year of participation in PASS may be placed on an additional year of PASS.

No specialist will be placed on PASS for more than two consecutive years.

DISTRICT COORDINATOR SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)

Specialists who receive a summative evaluation rating of “Developing” or “Below Standard” may to work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designees).. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Mansfield Public Schools will provide to address the performance areas identified as in need of improvement. A specialist’s successful completion of participation in PASS is determined by a summative final rating of Effective or Exemplary at the conclusion of the school year.

The plan must include the following components:

1. *Areas of Improvement:* Identify area of needed improvement
2. *Rationale for Areas of Improvement:* Evidence from observations that show an area needing improvement.
3. *Performance Expectation:* List performance expectation rated “developing” or “below standard.”
4. *Indicators for Effective Leading:* Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented:* Provide strategies the specialist can implement to show improvement in performance expectations rated “developing” or “below standard.”
6. *Tasks to Complete:* Specific tasks the specialist will complete that will improve the performance expectation.
7. *Support and Resources:* List of supports and resources the specialist can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress:* How the specialist will show progress towards effective /exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The education specialist, local association president or designees, and evaluator or designee 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 division director and Executive Director. The contents of the plan will be confidential.

Timeframe for Improvement in PASS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve a effective rating
Developing	360 days (two years) to achieve a effective rating
Effective	N/A
Exemplary	N/A

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide an education specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help the specialist outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to a normal plan phase. In situations when progress is unacceptable, the specialist will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the specialist’s personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The specialist, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and

evaluative criteria. The specialist may choose to include their bargaining representative. The evaluator and/or the specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to the normal plan phase. If the specialist's performance is below *Effective*, the evaluator will recommend termination of that specialist's employment to the superintendent.

Resolution of Differences

Should a specialist disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The specialist has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the specialist and evaluator are unable to resolve their differences, they may submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Mansfield Public Schools will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

ADMINISTRATOR EVALUATION PLAN

ADMINISTRATOR EVALUATION PLAN OVERVIEW

INTRODUCTION

Mansfield Public Schools Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. Mansfield Public Schools administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

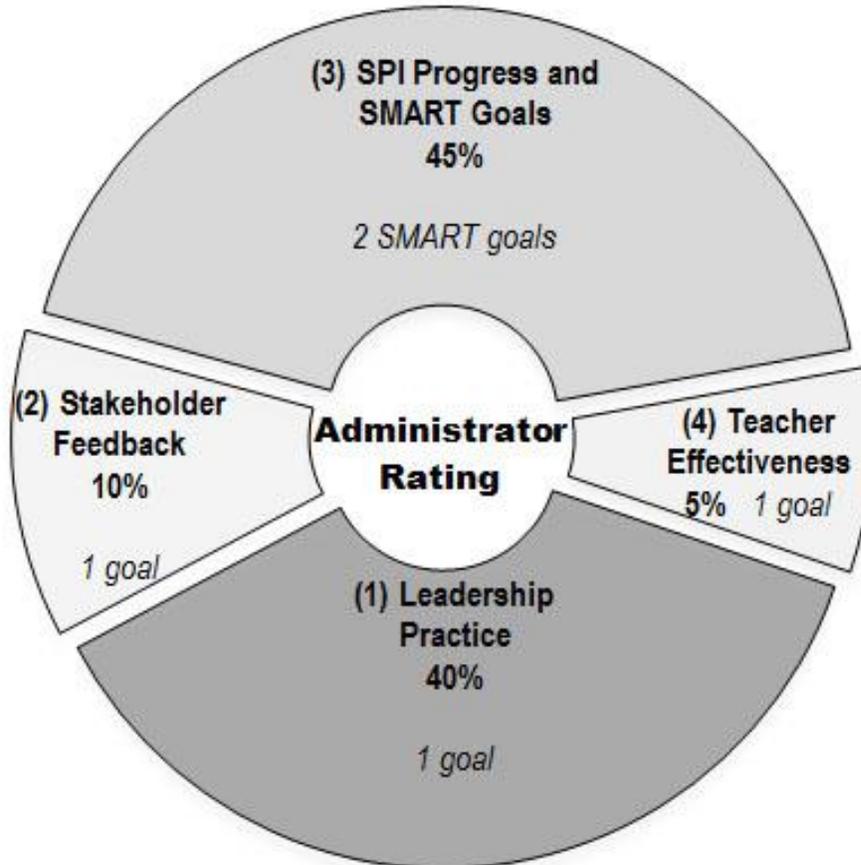
The plan describes four levels of performance for administrators and focuses on the practices and outcomes of effective administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers effective on the student growth portion of their evaluation

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator.

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:



COMPONENT #1: LEADERSHIP PRACTICE (40%)

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. (see Appendix)

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and other Mansfield Public Schools administrators. For assistant principals and other 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally.

Administrator Performance Levels

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** (see Appendix) which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

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

Two key concepts are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Assigning ratings for each Performance Expectation: Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators, other than principals and assistant principals: For Mansfield Public Schools administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference by August 1 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing or below standard*.** Evaluators of assistant principals will conduct at

least four observations of the practice of assistant principals. Evaluators of other Mansfield Public Schools administrators will conduct at least two observations and/or reviews of practice.

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. By May 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, effective, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30. (Supported by the “Summative Rating Form,” see Appendix.)

Orientation and Training Programs

The Mansfield Public Schools will provide a series of sessions for all administrators 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 Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being an “Effective” administrator. Additional sessions will be provided throughout the academic year that will provide Mansfield Public Schools administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

The Mansfield Public Schools will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of My Learning Plan OASYS. Training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Additional training will be provided to all

evaluators in conducting effective observations and providing high-quality feedback. Furthermore, additional training will be provided on the three other categories in the plan and in the use of My Learning Plan OASYS.

Principals and Central Office Administrators:

Leadership Practice Matrix (40%)

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
<p><i>Exemplary</i> on Teaching and Learning</p> <p><i>Exemplary</i> on at least 2 other performance expectations</p> <p>No rating below <i>Effective</i> on any performance expectation</p>	<p>At least <i>Effective</i> on Teaching and Learning</p> <p>At least <i>Effective</i> on at least 3 other performance expectations</p> <p>No rating below <i>Developing</i> on any</p>	<p>At least <i>Developing</i> on Teaching and Learning</p> <p>At least <i>Developing</i> on at least 3 other performance expectations</p>	<p><i>Below Standard</i> on Teaching and Learning</p> <p>or</p> <p><i>Below Standard</i> on at least 3 other performance expectations</p>

Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

Exemplary	Effective	Developing	Below Standard
<p><i>Exemplary</i> on at least 3 performance expectations</p> <p>No rating below <i>Effective</i> on any performance expectation</p>	<p>At least <i>Effective</i> on at least 4 performance expectations</p> <p>No rating below <i>Developing</i> on any performance</p>	<p>At least <i>Developing</i> on 4 performance expectations</p>	<p><i>Below Standard</i> on 3 performance expectations</p>

COMPONENT #2: STAKEHOLDER FEEDBACK (10%)

Feedback from stakeholders assessed by administration of a survey with measures that align to the Connecticut Leadership Standards is 10% of an administrator's summative rating.

To gain insight into what stakeholders perceive about administrators' effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. These surveys used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

The surveys will be administered on-line and allows for anonymous responses. All Mansfield Public Schools administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

Examples of surveys, developed by *Education for the Future*, which will be used by Mansfield Public Schools, are attached in the Appendix.

Arriving at a Stakeholder Feedback Summative Rating

Ratings will reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high

- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By March 15, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

COMPONENT #3: SPI PROGRESS AND SMART GOALS (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools using the SPI and (b) performance and growth on two locally-determined measures, (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments.

NOTE: If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress rating.

Evaluation Steps Based on State Test Measures

Evaluation ratings for principals on these state test measures are generated as follows:

Step 1: SPI Progress and SPI Subgroup Progress ratings are applied to give the administrator a score between 1 and 4 for each category, using the table below:

	Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

Step 2: The scores in each category are combined; resulting in an overall state test rating that is scored on the following scale:

Exemplary	Effective	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

Locally-Determined Measures – SMART goals

Administrators establish two SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, Mansfield Public Schools will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.
- For administrators in high school, one measure will include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set out in the school's mandated Improvement Plan.

Administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to Mansfield Public Schools priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
 - The SMART goals are attainable.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
 - The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion using the Mansfield Public Schools Administrator Evaluation Summative Rating Form (see Appendix):

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings are plotted on the following matrix:

		State Assessment - SPI (22.5%)			
		Exemplary	Effective	Developing	Below Standard
Locally-determined Portion SMART goals (22.5%)	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

COMPONENT #4: TEACHER EFFECTIVENESS (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ SMART goals – is 5% of an administrator’s evaluation.

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

As part of Mansfield Public Schools teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

Exemplary	Effective	Developing	Below Standard
>80% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The following pages explain the annual cycle that administrators and evaluators will follow.

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

School Year Cycle: Plan Implementation and Evidence Collection

JULY	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting (by July 30):

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.

4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development (by August 15):

Before a school year starts, administrators will:

1. identify a target for growth on the SPI;
2. identify two SMART goals; and,
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice ***that will help them accomplish*** their SPI targets, their SMART goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in SPI, the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual’s evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

The goal-setting form (see Appendix) is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator’s evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at two- to three-month intervals.

A note on the frequency of school site observations:

- two observations for each administrator.
- four observations for assistant principals and for any administrator new to Mansfield Public Schools, or who has received ratings of *developing* or *below standard*.

Step 3: Mid-Year Formative Review (by January 30):

Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

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

The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 4: Self-Assessment (by May 30):

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

- Needs to grow and improve practice on this element;

- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating (by June 30):

The administrator being evaluated and the evaluator meet by May 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

1. **Exemplary:** Exceeding indicators of performance
2. **Effective:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
3. **Below standard:** Not meeting indicators of performance

Effective represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, effective administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers effective on the student growth portion of their evaluation

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *exemplary* performance on more than a small number of practice elements. *Effective* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated

developing is expected. If, by the end of three years, performance is still *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below effective on all components or unacceptably low on one or more components.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining an administrator practice rating, (b) determining an administrator outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in the Appendix evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix (see Appendix) to determine an overall Practice Rating.

B. ADMINISTRATOR OUTCOMES RATING: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results (SPI) and SMART goals – and teacher effectiveness outcomes. As shown in the Summative Rating Form in the Appendix, state reports provide an assessment rating and evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix (see Appendix) to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating

Administrator Matrix Rating System

Administrator Practice Rating					
Administrator Outcomes Rating		Exemplary	Proficient	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

DEFINITION OF ADMINISTRATOR EFFECTIVENESS AND INEFFECTIVENESS

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of Effective or Exemplary. Administrators are required to be effective within 2 years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. **(See Professional Assistance and Support System, or PASS, below)**

After one year of participating in PASS, the administrator receiving support in PASS will be expected to have a summative rating of Effective or Exemplary. Administrators who do receive a summative rating of Effective or Exemplary after one year of PASS may be placed on an additional year of PASS. *No administrators will be placed on PASS for more than 2 consecutive years.*

**ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM
(PASS)**

Administrators who receive a summative evaluation rating of “Developing” or “Below Standard” will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that Mansfield Public Schools will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of “Effective” within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated “developing” or “below standard.”
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard.”
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards effective /exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level.

The administrator 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.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Mansfield Public Schools will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For administrators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career administrators or administrators new to Mansfield Public Schools; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

REFERENCES AND RESOURCES

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LINKS TO PROFESSIONAL STANDARDS DOCUMENTS

Links to standards and other informational documents related to the professional practice requirements of education specialists are provided as reference for education specialists and evaluators:

School Counselors: ASCA Ethical Standards for School Counselors (2010):

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

School Psychologists: NASP Professional Standards (2010):

<http://www.nasponline.org/standards/2010standards.aspx>

Instructional Technology Specialists: NETS-T (2010)

<http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):

<http://www.learningforward.org/bookstore/standards-for-professional-learning>

Library Media Specialist: AASL L4L Performance and Evaluation System

<http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf>

APPENDICES

SMART GOAL EXAMPLES

School-Wide, Math

During the 2012-2013 school year, 85% of all students will improve their math problem-solving skills as measured by a performance level gain from the 2011-2012 to 2012-2013 ABC School math problem solving sub test.

Special Education

The number of students who meet the end-of-the-year fluency benchmark will increase from 0% (September) to 60% (May) as measured by the Aimsweb CBM assessment.

Preschool, Personal/Social – Standard 7

88% of four-year old students will move from the first benchmark level (October) to the third benchmark level (January) as measured by the observation checklist aligned to the Early Childhood Personal/Social Skills, Standard 7.

Kindergarten, English Language Arts

The percentage of Kindergarten students who are able to name all 26 letters of the English alphabet will increase from 19% in September, 2012 to 80% in January, 2013 as measured by the Kindergarten Letter Naming assessment.

Grade 1, Science

The percentage of Grade 1 students who are able to compare and contrast topics using science specific academic vocabulary will increase from 38% in November, 2012 to 75% in January, 2013 as measured by the teacher-created checklist used to record student responses to teacher's compare and contrast questions.

Grade 2, Social Studies

Grade 2 students at ABC school will demonstrate a 90% proficiency rate in their ability to identify the key features of a variety of maps (road, topographic, climate, political) by the end of the first trimester as measured by the Grade 2 Social Studies Unit 2 Performance Task.

Grade 3, Music

The percentage of Grade 3 students who are able to achieve a 3 or higher on the Grade 3 aural assessment that measured ability to match pitch will increase from 17% (September) to 93% (June).

Grade 4, Math

During the 2012-2013 school year, the percent of ABC School students scoring at proficient or higher in Math – Decimals and Fractions, Metric Standards of Measurement, and Estimation 57% (Fall Grade 4 Math Benchmark, administered in September) to 80% (Winter Grade 4 Math Benchmark, administered in January).

Grade 5, Technology

In Technology Class, the percentage of students who have mastered the use of the Internet for research will increase from 0% to 80% as measured by September (pre) and May (post) performance task students will be required to complete.

Grade 6, Reading

73% of grade six students will demonstrate grade level growth from the 2012 to 2013 on the Reading Comprehension portion of the CMTs, i.e, show one year's growth.

25% percent of grade six students will improve by one performance band or more in reading as measured by the Connecticut Mastery Reading subtest in March 2013.

Grade 7, Reading

The percentage of Grade 7 students performing at Goal or higher on the district Reading Benchmark Assessment will increase from 55% (Sept.) to 90% (May).

Grade 8, Math

The percentage of Grade 8 Pre-Algebra students who score at proficiency or higher on the course pre-/post-assessment will increase from 30% to 80%.

High School, English

The percentage of Grade 10 high school students who achieve proficiency in writing effective persuasive essays will increase from 45% to 80% as measured by the final persuasive writing assessment administered in June.

High School, AP Spanish

100% of students will score a qualifying grade (4 or higher) on the Spanish AP exam and earn college credit.

High School, Art

85% of students will score a level 3 or higher in at least 4 categories on the principles of drawing rubric designed by visual arts teachers in our district used to assess September and June projects.

High School, Music

90% of students will score a level 3 or higher in all categories of the Quality Criteria for Evaluating Music and Music Performances measured at the end of the trimester "specials" cycle.

High School, Health and Physical Education

95% of students will score an 80% or higher on a presentation performance task as measured by the school-wide presentation rubric.

High School, Technology Education

Thirty-five percent of concentrators assessed will achieve 65 percent proficiency in video production as measured by the performance task and student project evaluated using the video production teacher-created rubric at the end of the course.

Student Outcomes and Achievement (45%)

SMART Goal 1 (22.5%)

[Insert link to Smart Goal template]

A SMART goal should make clear:

1. What evidence was or will be examined.
2. What level of performance is targeted?
3. What strategies used to help students to reach learning targets?
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance?
5. What proportion of students is projected to achieve the targeted performance level?

SMART Goal 1 Type:

Standardized

Non-Standardized

SMART Goal 1 Statement:

SMART Goal 1 Baseline Data:

SMART Goal 1 Target Score:

Rationale: Provide a rationale in the text box below for SMART Goal 1.

Note: Be sure to include data analysis information in this section.

SMART Goal 1 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 1.

SMART Goal 1 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 1.

SMART Goal 1 Progress Monitoring

Upload Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Professional Learning: Include a detailed Professional Learning plan in the text box below, aligning activities in support of SMART Goal 1.

SMART Goal 1 Planned Professional Learning

Initial Approval

To be completed by the evaluator. Please mark the SMART Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments. You may also provide any other comments as you wish.

SMART Goal 1 Initial Status:

SMART Goal 1 Initial Approval Notes:

Mid-Year Check-In

Document any midyear adjustments made to SMART Goal 1 (if needed) in the text box below. Please do not overwrite any information in the text boxes above from the beginning of the year. Simply document all adjustments in the text box below.

Are midyear adjustments needed for SMART Goal 1?

Yes

No

SMART Goal 1 Statement Mid-Year Adjustment:

SMART Goal 1 Mid-Year Adjustment Target:

Upload Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Mid-Year Approval

To be completed by the evaluator. Please mark the SMART Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments. You may also provide any other comments as you wish.

SMART Goal 1 Mid-Year Status:

SMART Goal 1 Mid-Year Approval Notes:

Student Outcomes and Achievement (45%)

SMART Goal 2 (22.5%)

[Insert link to Smart Goal template]

A SMART goal should make clear:

1. What evidence was or will be examined.
2. What level of performance is targeted?
3. What strategies used to help students to reach learning targets?
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance?
5. What proportion of students is projected to achieve the targeted performance level?

SMART Goal 2 Type:

Standardized

Non-Standardized

SMART Goal 2 Statement:

SMART Goal 2 Baseline Data:

SMART Goal 2 Target Score:

Rationale: Provide a rationale in the text box below for SMART Goal 2.

Note: Be sure to include data analysis information in this section.

SMART Goal 2 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 2.

SMART Goal 2 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 2.

SMART Goal 2 Progress Monitoring

Upload Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Professional Learning: Include a detailed Professional Learning plan in the text box below, aligning activities in support of SMART Goal 2.

SMART Goal 2 Planned Professional Learning

Initial Approval

To be completed by the evaluator. Please mark the SMART Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments. You may also provide any other comments as you wish.

SMART Goal 2 Initial

Status:

SMART Goal 2 Initial Approval Notes:

Mid-Year Check-In

Document any midyear adjustments made to SMART Goal 2 (if needed) in the text box below. Please do not overwrite any information in the text boxes above from the beginning of the year. Simply document all adjustments in the text box below.

Are midyear adjustments needed for SMART Goal 2?

Yes

No

SMART Goal 2 Statement Mid-Year Adjustment:

SMART Goal 2 Mid-Year Adjustment Target:

Upload Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Mid-Year Approval

To be completed by the evaluator. Please mark the SMART Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments. You may also provide any other comments as you wish.

SMART Goal 2 Mid-Year Status:

SMART Goal 2 Mid-Year Approval Notes:

Teacher Goal Setting

Teacher Performance and Practice (40%)

Parent Feedback (10%)

Whole-School Indicator (5%)

[Insert link to StEPP template]

Use this form to capture your Teacher Performance and Practice, Parent Feedback and Whole-School Learning Indicator goals.

Teacher Performance and Practice (40%)

Complete a goal statement that clearly defines an area of practice that you will focus and improve on during this academic year.

Performance and Practice Goal Statement:

How does this goal align to Connecticut's Common Core of Teaching?

What is your rationale for choosing this goal?

Note: Be sure to include evidence or data that supports selection of this goal.

Explain how your goal will contribute to the achievement of your student outcomes related indicators, i.e. SMART goals?

What actions will you take to achieve this goal?

List additional resources or support you need that will help you to achieve this goal.

Evaluator: Provide comments of feedback, in the textbox below, on the Teacher Performance and Practice goal.

Teacher Performance and Practice (40%) Evaluator Comments:

Parent Feedback (10%)

The school principal should provide teachers with the school-wide parent feedback goal and offer opportunities to discuss and understand this goal.

School-Wide Parent Feedback Goal:

Strategies to Achieve Parent Feedback Goal

What strategies will you implement that contribute to the achievement of the school-wide Parent Feedback goal?

List additional resources or support you need that will help you to achieve the Parent Feedback goal.

Parent Feedback Growth Measures

How will you measure growth or achievement based on implementation of the Parent Feedback strategies listed above?

Whole-School Indicator (5%)

The school principal will provide teachers with the information regarding the whole-school indicator.

Whole-School Indicator goal:

Strategies to Achieve Whole-School Indicator Goal

What strategies will you implement that contribute to the achievement of the Whole-School Indicator goal?

List additional resources or support you need that will help you to achieve the Whole-School Indicator goal.

Whole-School Indicator Growth Measures

How will you measure growth or achievement based on implementation of the Whole-School Indicator strategies listed above?

Evaluator: Provide comments of feedback, in the textbox below, on the Whole-School Indicator Feedback goal.

Whole-School Indicator (5%) Evaluator Comments:

TEACHER PRE- OBSERVATION CONFERENCE FORM

Subject & Grade:

Anticipated Date of Lesson:

Teachers should use this form and its questions as a guide in preparing for the conference. Please bring this completed form and relevant instructional materials to the pre-observation conference.

As I think about the lesson I will deliver:

1. Describe the class. Include specific needs of students.

2. As a result of this lesson, what do you expect students to know and be able to do?

3. How will students be actively engaged in the lesson? Describe specific differentiated instructional strategies, materials and resources that will be used to meet these needs.

4. During this lesson how will you monitor/formatively assess what students understand?

5. How does this lesson fit into the larger instructional plan for the students?

TEACHER POST-OBSERVATION / REFLECTION FORM

Subject & Grade:

Date of Lesson:

Teachers should use this form and its questions as a guide in reflecting on the lesson. **Specific evidence and examples** cited by the teacher in response to each question will be used as the basis for discussion in the post-observation conference.

1. How well did the students meet the objectives of the lesson?

2. What evidence do I have that all students were actively engaged?

3. How effective were my strategies for differentiating instruction given the range of students in my class?

4. How will the student learning I data gathered through formative assessment inform my future lesson planning?

EVALUATOR PRE-CONFERENCE/OBSERVATION/ POST-CONFERENCE FORM

To be completed by the evaluator.

Conference Questions

Domain 2: How will you promote student engagement, independence and interdependence in learning by facilitating a positive learning community?

Domain 2: Pre-Conference Notes:

Domain 2: Post-Conference Notes:

Utilize the rubrics to enter any evidence observed during the classroom observation.

Domain 2a
Domain 2b
Domain 2c
Domain 2d

Domain 3: How will you plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?

Domain 3: Pre-Conference Notes:

Domain 3: Post-Conference Notes:

Utilize the rubrics to enter any evidence observed during the classroom observation.

Domain 3a
Domain 3b
Domain 3c

Domain 4: How will you implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?

Domain 4: Pre-Conference Notes:

Domain 4: Post-Conference Notes:

Utilize the rubrics to enter any evidence observed during the classroom observation.

Domain 4a
Domain 4b
Domain 4c
Domain 4d
Domain 4e

Domain 5: How will you use multiple measures to analyze student performance and to inform subsequent planning and instruction?

Domain 5: Pre-Conference Notes:

Domain 5: Post-Conference Notes:

Utilize the rubrics to enter any evidence observed during the classroom observation.

- Domain 5a*
- Domain 5b*
- Domain 5c*
- Domain 5d*

Domain 6: How will you maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership?

Domain 6: Pre-Conference Notes:

Domain 6: Post-Conference Notes:

Utilize the rubrics to enter any evidence observed during the classroom observation.

Domain 6a
Domain 6b
Domain 6c
Domain 6d

Additional Questions:

What additional questions or topics do you wish to discuss?

Additional Questions Pre-Conference Notes:

Additional Questions Pre-Conference Notes:

Artifacts:

Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc. Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Acknowledgement of this form does not signify agreement of its contents.

To be completed by the evaluator.

Review all evidence for Domain 2 then select a score for each category using the CCT Domain 2 Summative rubric.

- Domain 2a**
- Domain 2a Rubric Notes Summary**
- Domain 2b**
- Domain 2b Rubric Notes Summary**
- Domain 2c**
- Domain 2c Rubric Notes Summary**
- Domain 2d**
- Domain 2d Rubric Notes Summary**

CCT Domain 2 Summative

Review all evidence for Domain 3 then select a score for each category using the CCT Domain 3 Summative rubric.

- Domain 3a**
- Domain 3a Rubric Notes Summary**
- Domain 3b**
- Domain 3b Rubric Notes Summary**
- Domain 3b**
- Domain 3c Rubric Notes Summary**

CCT Domain 3 Summative

Review all evidence for Domain 4 then select a score for each category using the CCT Domain 4 Summative rubric.

- Domain 4a**
- Domain 4a Rubric Notes Summary**
- Domain 4b**
- Domain 4b Rubric Notes Summary**
- Domain 4c**
- Domain 4c Rubric Notes Summary**
- Domain 4d**
- Domain 4d Rubric Notes Summary**
- Domain 4e**
- Domain 4e Rubric Notes Summary**

CCT Domain 4 Summative

Review all evidence for Domain 5 then select a score for each category using the CCT Domain 5 Summative rubric.

- Domain 5a
- Domain 5a Rubric Notes Summary
- Domain 5b
- Domain 5b Rubric Notes Summary
- Domain 5c
- Domain 5c Rubric Notes Summary
- Domain 5d
- Domain 5d Rubric Notes Summary

CCT Domain 5 Summative

Review all evidence for Domain 6 then select a score for each category using the CCT Domain 6 Summative rubric.

- Domain 6a
- Domain 6a Rubric Notes Summary
- Domain 6b
- Domain 6b Rubric Notes Summary
- Domain 6c
- Domain 6c Rubric Notes Summary
- Domain 6d
- Domain 6d Rubric Notes Summary

CCT Domain 6 Summative

STUDENT LEARNING (45%)

Smart Goal 1

Review all SMART Goal 1 information and score the teacher in the provided rubric based on your review.

SMART Goal 1 Baseline

Data

SMART Goal 1 Target

Score

SMART Goal 1 Mid-Year

Adjustment Target (if applicable)

SMART Goal 1 Actual

Data

SMART Goal 1 Summative:

Below Standard

Developing

Proficient

Exemplary

Enter Notes:

Rubric Score: 0/0

SMART Goal 2

Review all SMART Goal 2 information and score the teacher in the provided rubric based on your review.

SMART Goal 2 Baseline
Data

SMART Goal 2 Target
Score

SMART Goal 2 Mid-Year
Adjustment Target (if
applicable)

**SMART Goal 2 Actual
Data**

SMART Goal 2 Summative:

Below Standard

Developing

Proficient

Exemplary

Enter Notes:

Rubric Score: 0/0

SCHOOL-WIDE PARENT FEEDBACK (10%)

Review all Parent Feedback information and score the teacher in the provided rubric based on your review.

School-Wide Parent Feedback Data

School-Wide Parent Feedback Summative:

Below Standard

Developing

Proficient

Exemplary

Enter Notes:

Rubric Score: 0/0

WHOLE-SCHOOL LEARNING INDICATOR (5%)

Review all Whole-School goal information and score the teacher in the provided rubric based on your review.

School-Wide Parent Feedback Data

Whole-School Learning Goal Summative:

Below Standard

Developing

Proficient

Exemplary

Enter Notes:

Rubric Score: 0/0

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

Introduction

I. A Vision for Teaching and Learning in Connecticut Public Schools

The CCT (CCT) articulates the knowledge, skills and qualities that Connecticut teachers need in order to prepare students to meet the challenges of the 21st century.

In the 21st century, the increasingly complex needs of students require sophisticated teaching strategies. As stated in Wagner (2008), Wagner et al. (2006) and cited in *Connecticut's Plan for Secondary School Reform*, “the old ‘basics’ of reading, writing, and mathematics are still essential, but not sufficient. Today’s and tomorrow’s students must learn to locate, analyze, interpret and communicate information in a variety of media and formats, and solve problems creatively and logically. Living and competing successfully in a global society and economy will require an understanding of our interconnectedness, collaboration and leadership skills, habits of personal and social responsibility, and adaptability to change.” Teachers must help students foster the academic and social competence to become both independent and interdependent learners and workers who can successfully navigate a rapidly changing world.

The effectiveness of Connecticut schools depends upon skillful teaching. Teacher quality is one of the most significant contributors to student learning and achievement; what teachers know and do directly influences what students learn (National Commission on Teaching and America’s Future, 1996; Darling-Hammond, 2000; Rice, 2003; National Council for Teacher Quality, 2004; Darling-Hammond & Bransford, 2005; Goe & Stickler, 2008). Effective teachers have deep knowledge of their content area and can present core ideas of the discipline in clear, compelling ways. They engage students in stimulating, challenging learning, support exploration of content, and lead students toward developing critical reasoning and leadership skills. They create [rigorous and relevant](#)¹ learning experiences characterized by higher-order thinking and the application of knowledge and skills in the world beyond the four walls of school.

The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. It requires command of subject matter and pedagogical skills combined with caring deeply about students and their successes. Effective teaching also requires:

- ◆ a deep commitment to student achievement and the belief that *all* students should be challenged to achieve,
- ◆ a willingness to work in collaboration with colleagues and families to meet the diverse learning needs of all students, and
- ◆ a commitment to analysis of one’s teaching and continuous professional development.

The best teachers model a passion for learning and ignite the curiosity of their students. Teachers help students develop a sense of who they want to be in the world and find their own passions and directions for future learning.

¹ Rigorous learning stretches students beyond their “comfort zone,” focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings. (Wagner, 2006)

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To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day ...only when teachers bring their passions about learning and life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students... (Fried, 1995)

II. The Structure of the CCT

The CCT contains teaching standards which describe two levels of effective knowledge, skills and qualities:

1. The six domains and 46 indicators that identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach; and
2. The discipline-specific professional teaching standards that further define and expand the definition of effective teaching within a particular subject matter or field.

III. Uses of the CCT

The CCT is linked by state law and regulations to requirements across a teacher's career including preparation, induction and teacher evaluation:

Career Phase	Uses of the CCT
Preparation & Pre-Service	<ul style="list-style-type: none">◆ State Program Approval and NCATE Accreditation to ensure that preparation programs are aligned with state teaching standards◆ Guidance and information for testing of candidates seeking certification (Praxis I, Praxis II, etc.)◆ Standards for evaluation of field and student teaching experiences
Beginning Teaching	<ul style="list-style-type: none">◆ Standards for state and district induction of beginning teachers◆ Foundation for teacher evaluation and professional development
Experienced Teaching	<ul style="list-style-type: none">◆ Foundation for teacher evaluation and professional development

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References for Introduction

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- National Council on Teacher Quality. (2004). *Increasing the odds: How good policies can yield better teachers*. Washington, DC: National Council on Teacher Quality.
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- Wagner, T. (2008). *The Global Achievement Gap*. New York, NY: Basic Books.
- Wagner, T., Kegan, R., Lahey, L., Lemons, R., Garnier, J., Helsing, D, Howell, A., & Thurber Rasmussen, H. (2006). *Change leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey-Bass.

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Overview

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The CCT should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career.

Domains of Teacher Performance

Domain 1. Content and Essential Skills:

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3. 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.

Domain 4. 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.

Domain 5. Assessment for Learning:

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6. Professional Responsibilities and Teacher Leadership:

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

On the following pages, the detailed indicators of each of the six core domains are outlined.

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Domain 1. Content and Essential Skills:

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:

- 1.1 Demonstrating proficiency in reading, writing, and mathematics skills;
- 1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;
- 1.3 Using developmentally appropriate verbal, non-verbal and technological communications;
- 1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;
- 1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
- 1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

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Domain 2. Classroom Environment, Student Engagement and Commitment to Learning

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

- 2.1 Creating a class climate that is responsive to and respectful of the [learning needs of students](#)² with diverse backgrounds, interests and performance levels;
- 2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;
- 2.3 Providing explicit instruction about social skills to develop students' [social competence](#)³ and responsible and ethical behavior by using a continuum of [proactive strategies](#)⁴ that may be individualized to student needs;
- 2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and
- 2.5 Maximizing the amount of time spent on learning by effectively managing [routines and transitions](#)⁵.

² Addressing **student learning needs** includes understanding typical and atypical growth and development of PK-12 students including characteristics and functioning of students with disabilities, gifted students, and English language learners. Teachers understand the impact of culture, language, poverty and environment on the learning needs of students.

³ **Social competence** "is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation." (Boyatzis, Goleman, & Rhee, 2000).

⁴ **Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision making.

⁵ **Routines** are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. **Transitions** are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

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Domain 3. 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:

- 3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their [learning needs](#)²;
- 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;
- 3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;
- 3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;
- 3.5 Selecting or designing instructional strategies, [resources](#)⁶ and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;
- 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;
- 3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;
- 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as [discourse](#)⁷ and/or [inquiry-based learning](#)⁸; and
- 3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

⁶ **Instructional resources** may include materials, technology, and other support personnel such as paraprofessionals, parent volunteers, special service staff, or other educators.

⁷ **Discourse** is defined as the purposeful interaction between and among teachers 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.

⁸ **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.

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Domain 4. 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:

- 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;
- 4.2 Using technological and digital resources strategically to promote learning;
- 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful [discourse](#)⁷ and/or [inquiry-based learning](#)⁸;
- 4.4 Varying the student and [teacher roles](#)⁹ in ways that develop independence and interdependence with the gradual release of responsibility to students;
- 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;
- 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and
- 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

⁹ Teachers vary their roles by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.

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Domain 5. Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

- 5.1 Understanding the different [purposes](#)¹⁰ and [types of assessment](#)¹¹ that capture the complexity of student learning across the [hierarchy of cognitive skills](#)¹²;
- 5.2 Using and/or designing a variety of [formative](#)¹³ and [summative](#)¹⁴ assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
- 5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
- 5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
- 5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
- 5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
- 5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
- 5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

¹⁰ **Assessment purposes** include but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.

¹¹ **Assessment types** may be created by the teacher or externally produced and include, but are not limited to, observation, functional behavior assessment, performance-based assessment of application of learning, or criterion referenced.

¹² **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to higher order thinking skills:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

¹³ **Formative assessments** are designed and scored by an individual teacher or grade level or department team to assess student understanding of particular standards or objectives in order to inform instruction and guide teachers to adjust or differentiate instruction to meet the learner's needs. (Ainsworth, 2006)

¹⁴ **Summative assessments** identify the learner's achievement or progress made at a certain point in time against predetermined criteria.

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Domain 6. Professional Responsibilities and Teacher Leadership:

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

- 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
- 6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of [all students](#)¹⁵;
- 6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;
- 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and [organizational structures](#)¹⁶ to support continuous school and district improvement;
- 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;
- 6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;
- 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;
- 6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;
- 6.9 Using communication technology in a professional and ethical manner;
- 6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and
- 6.11 Conducting themselves as professionals in accordance with the Connecticut's [Code of Professional Responsibility for Educators](#).

¹⁵ "All students" includes, but is not limited to, students with disabilities, English language learners, students with diverse cultural or linguistic backgrounds and students with gifts and talents.

¹⁶ **Organizational structures** include, but are not limited to, grade level teams, departments, committees, learning communities, common collaboration or planning time, multidisciplinary teams, etc.

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Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education 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 education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator 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 profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

- (1) The professional educator, 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 content area 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 worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
 - (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
 - (I) Maintain the confidentiality of 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;
 - (J) Create an emotionally and physically safe and healthy learning environment for all students; and

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(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

- (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision-making;
- (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- (I) Encourage promising, qualified and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
- (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 students.

(e) Responsibility to the student's family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, 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) Discriminate against students.
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk; and

- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
 - (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - (C) Misrepresent his, her or another's professional qualifications or competencies;
 - (D) Sexually, physically or emotionally harass or abuse district employees;
 - (E) Misuse district funds and/or district property; or
 - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
 - (A) Exploit the educational institution for personal gain;
 - (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; or
 - (C) Knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

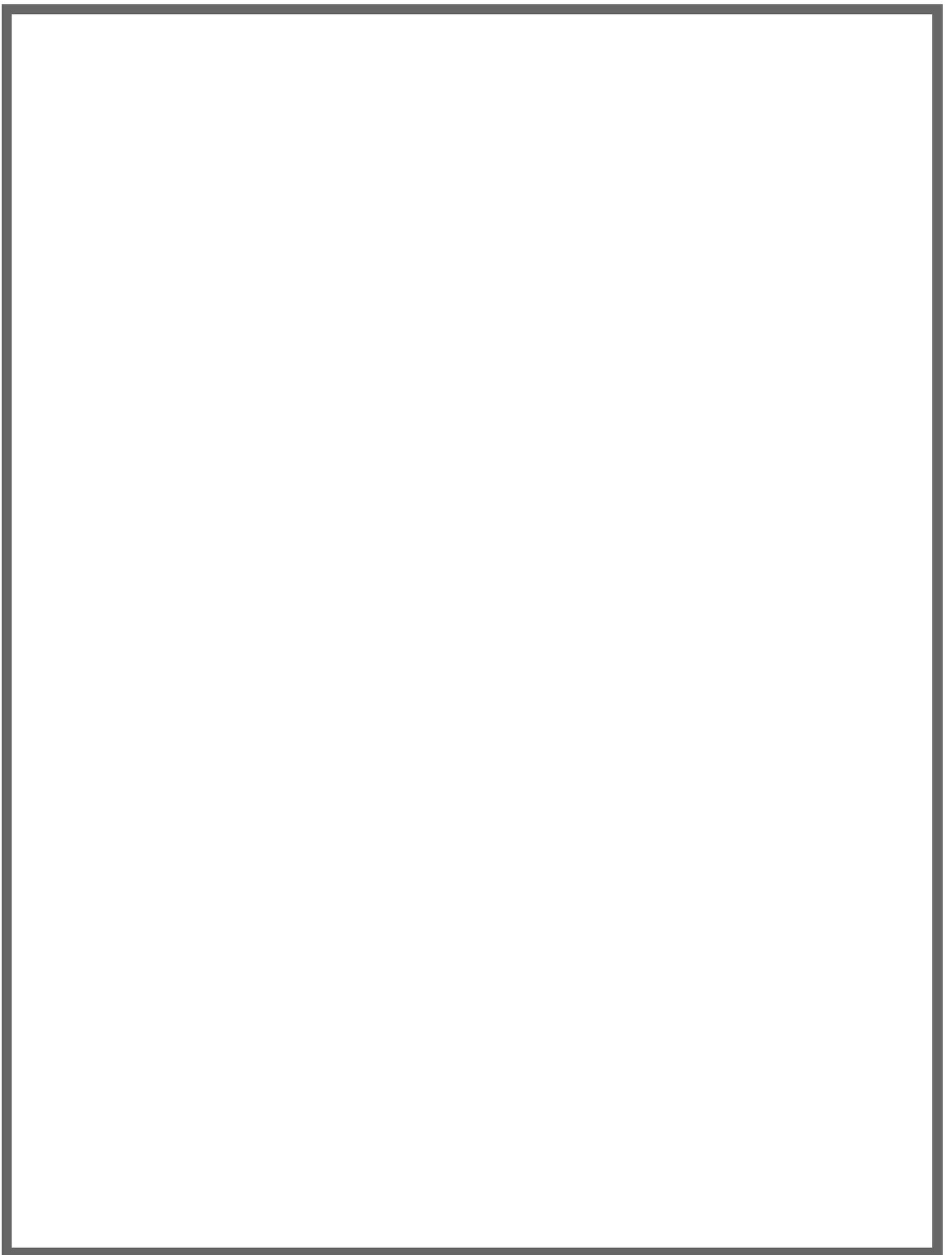
- (i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Common Core of Leading:
Connecticut School Leadership Standards

***Performance Expectations, Elements and Indicators**

*For further information, visit: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&Q=333900>



PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.²

Indicators: *A leader...*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

¹ **Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (*e.g. curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions*).

² **Staff:** all educators and non-certified staff.

³ **Stakeholder:** a person, group or organization with an interest in education.

Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Indicators: *A leader...*

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

Element C: Continuous Improvement toward the Vision, Mission, and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

Indicators: *A leader...*

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals.
5. Seeks and aligns resources to achieve the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Indicators: *A leader...*

1. Develops shared understanding and commitment to close achievement gaps⁴ so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty⁵ teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

⁴ **achievement gap** (attainment gap): refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

⁵ **faculty**: certified school faculty.

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Indicators: *A leader...*

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.⁶
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

⁶ **diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Element C: Assessment and Accountability

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information⁷ to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

⁷ **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

Narrative

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Indicators: *A leader...*

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.
2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Indicators: *A leader...*

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators: *A leader...*

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.
2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and other stakeholders.

Indicators: *A leader...*

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Indicators: *A leader...*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity⁸ of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

⁸**diversity:** including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

Element C: Community Resources

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators: *A leader...*

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A)*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice⁹ for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

⁹ **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

Indicators: *A leader...*

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators: *A leader...*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.
6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

Indicators: *A leader...*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

Indicators: *A leader...*

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

Sec. 10-145d-400a. Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education 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 education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator 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 profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers, and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

- (1) The professional educator, 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 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 worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
 - (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
 - (I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (J) Create an emotionally and physically safe and healthy learning environment for all students; and
 - (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, 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 educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision making;
- (H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;
- (I) Encourage promising, qualified, and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
- (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 students.

(e) Responsibility to the Student's Family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

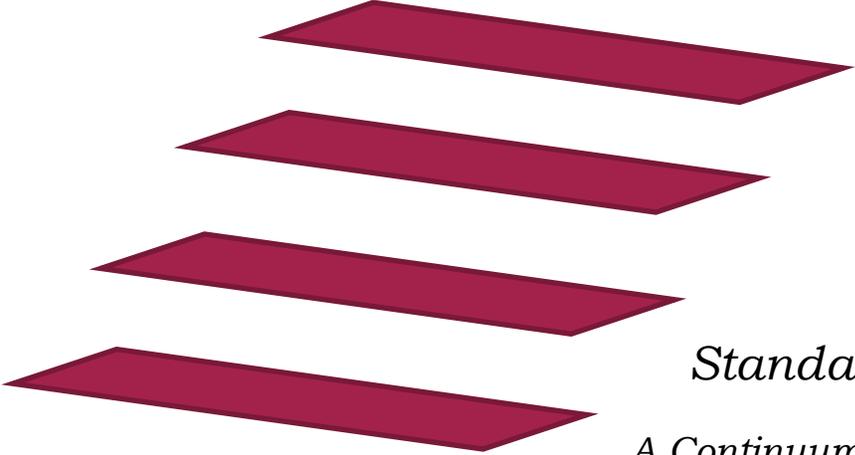
- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, 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) Discriminate against students;
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk.
- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - (C) Misrepresent his, her or another's professional qualifications or competencies;
 - (D) Sexually, physically or emotionally harass or abuse district employees;
 - (E) Misuse district funds and/or district property; or
 - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.
- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
- (A) Exploit the educational institution for personal gain;
 - (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; or
 - (C) Shall not knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

- (i) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.



StEPP

Standards for Educator Performance and Practice
A Continuum Based on the Connecticut Common Core of Teaching

StEPP Overview

The Standards for Educator Performance and Practice (StEPP) Continuum emerges directly from Connecticut's *Common Core of Teaching* (CCT) and embodies the content and spirit of its domains and indicators. The CCT defines for Connecticut's educators the key aspects of effective teaching that are correlated with student learning and achievement, as articulated in research and professional literature. All domains and indicators of the CCT are intentionally incorporated into the domains and indicators of the StEPP Continuum.

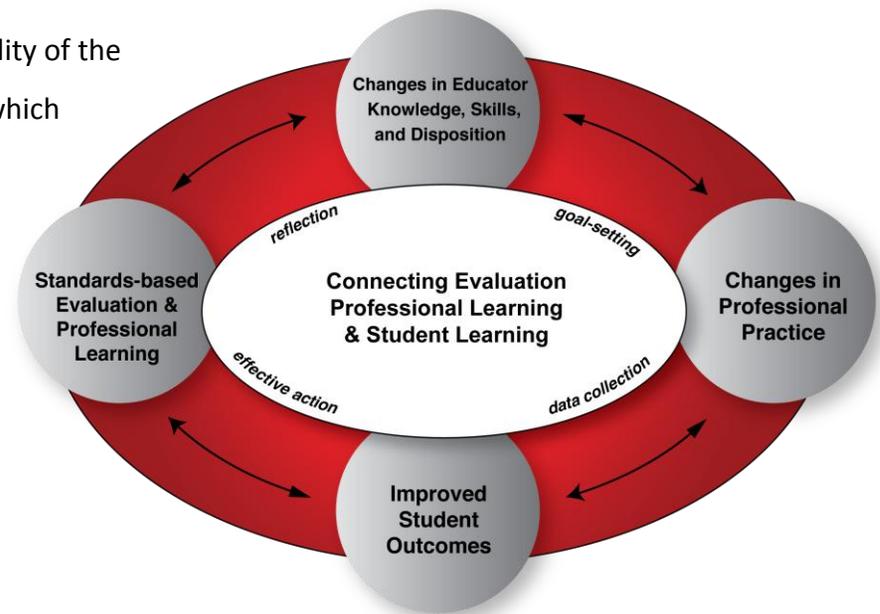
In addition, Learning Forward's *Standards for Professional Learning* (2012) have been used to enrich StEPP's descriptors of performance in appropriate domains. In this way, the StEPP Continuum makes explicit the connection between the evaluation of practice and the development of professional learning goals and plans. Educators at all levels, from beginning teachers to veterans, from classroom educators to administrators, should emerge from the practical use of the StEPP Continuum with common language and understandings about effective teaching and learning. In accordance with the *Standards for Professional Learning*, evaluation of the practice of educators must be done with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

StEPP provides a continuum of performance descriptors across levels, ranging from Below Standard to Exemplary, that provide insight into educators' daily practice and which reflect the complexity of the actions and decisions that they make. StEPP also describes a continuum of performance and professional practice of educators across the arc of their careers, beginning in teacher preparation, continuing through the induction process and use of the TEAM Program's Performance Profiles and ultimately in the teacher evaluation and professional growth process.



It must be emphasized that the goal of StEPP within the Professional Learning and Evaluation Process is to advance teacher performance that leads to improved student achievement. While such things as new developments in technology, brain-based research and work force expectations continually change the landscape of the classroom, redefining classroom environments and changing instruction, the challenge of teaching remains constant. Since today's technology, research and workplace will be obsolete tomorrow, the teacher's challenge is to teach students to adapt to an ever changing world. As teachers grow in their understanding and demonstration of the professional standards embedded in this document, they will simultaneously be helping students develop the knowledge, attitude and skills they need to be productive and successful citizens of that ever changing world.

The success of educators and the evaluation system is a function of the quality of the conversations and collaborations among educators, and the integrity with which they engage in the processes of observation, evaluation, and professional learning. As the graphic illustrates, through cycles of reflection, goal-setting, data collection, and reflective action, facilitated by standards-based professional learning and effective collaboration among educators at all levels, changes in professional practice leads to improvement of student learning and positive outcomes for all students.



StEPP

At A Glance

<p style="text-align: center;">Domain 1: Content and Essential Skills</p> <ul style="list-style-type: none"> ❖ Knowledge and performance related to “Content and Essential Skills” are documented in Domains 2-6. 	<p style="text-align: center;">Domain 2: Classroom Environment, Student Engagement and Commitment to Learning</p> <ul style="list-style-type: none"> ❖ Positive class climate ❖ Student engagement ❖ Appropriate standards of behavior ❖ Routines and transitions
<p style="text-align: center;">Domain 3: Planning for Active Learning</p> <ul style="list-style-type: none"> ❖ Appropriate levels of challenge ❖ Coherent and engaging lessons and units ❖ Academic and behavioral interventions 	<p style="text-align: center;">Domain 4: Instruction for Active Learning</p> <ul style="list-style-type: none"> ❖ Evidence-based instructional strategies ❖ Differentiated instruction ❖ Learning through technology ❖ Student independence and interdependence ❖ Monitoring, adjusting and providing meaningful feedback
<p style="text-align: center;">Domain 5: Assessment for Learning</p> <ul style="list-style-type: none"> ❖ Formative and summative assessment ❖ Data collection and analysis ❖ Assessment criteria and feedback ❖ Communication of performance expectations 	<p style="text-align: center;">Domain 6: Professional Responsibilities and Teacher Leadership</p> <ul style="list-style-type: none"> ❖ Continuous professional growth ❖ Collaboration for school improvement ❖ Family and student collaboration ❖ Professionalism



CCT DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.</p>	<ul style="list-style-type: none"> • Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences. • Little indication that the teacher considers students’ backgrounds, interests and skill levels when selecting content and creating learning opportunities. • Does not consistently address students in a respectful manner. • Physical environment is not designed to support student learning. • Little or no attempt to establish rapport with students. 	<ul style="list-style-type: none"> • Reduces academic and/or behavioral expectations for some students based on perception of ability or on poverty, background, disability, or racial, cultural or language differences. • Considers students’ backgrounds, interests and skill levels when selecting content and creating learning opportunities. • Treats all students with respect • Physical environment is designed to support learning. • Attempts to establish rapport with students. 	<ul style="list-style-type: none"> • Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. • Selects content and designs learning opportunities that address students’ diverse backgrounds, interests and skill levels. • Creates a classroom environment in which all students are treated with respect, regardless of differences in backgrounds, interests and skill levels. • Physical environment supports the learning needs of students and clearly reflects the backgrounds and interests of the students. • Establishes a positive rapport with students and builds a trusting, supportive relationship. 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students are encouraged to contribute information regarding their backgrounds and interests. • Exhibits warmth, caring and respect for students while creating a classroom environment that supports students in becoming role models for treating others with respect.



INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.</p>	<ul style="list-style-type: none"> • Teacher directs most tasks and students have few opportunities to develop independence. • Some students are consistently not engaged in the learning activities and the teacher makes few attempts to re-engage students. • Student ideas are rarely solicited. • Students are not challenged to listen and respond actively to each other's ideas. 	<ul style="list-style-type: none"> • Students may be asked to take responsibility for non-instructional tasks but are given limited opportunities to set personal goals for learning. • Teacher attempts to re-engage students who are off-task and is sometimes successful. • On occasion, student ideas are solicited. • Students sometimes have opportunities to engage in sustained conversation with each other. 	<ul style="list-style-type: none"> • Students are provided some strategies and opportunities to set and monitor their own learning goals. • Teacher uses a variety of strategies and supports to consistently engage or re-engage students in learning activities. • Students and teacher engage in purposeful communication with mutual respect for each other's ideas. • Students are often engaged in listening and responding actively to each other and contributing comments, that improve their own and their classmate's conversations. 	<ul style="list-style-type: none"> • Students are involved in classroom decision-making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries. • Students monitor, reflect on and evaluate their own learning process and progress. • Students support one another's engagement in the learning process. • Consistently uses a variety of strategies to challenge and re-engage students. • Students are consistently engaged in, activities designed for purposeful questions, comments, and exchange of ideas that improve their own and their classmates' understanding.
<p>3. Fostering appropriate standards of behavior that support a productive learning environment for all students.</p>	<ul style="list-style-type: none"> • Provides limited or inconsistent communication of rules, consequences, and expectations for behavior. • Attempts to address discipline problems with minimal success and in an untimely fashion; student behavior interferes with instruction. • Hinders students' opportunity for self-discipline, self-confidence, and sense of responsibility for their actions and their environment. • Provides limited modeling or explicit teaching to facilitate social skills. 	<ul style="list-style-type: none"> • Clearly communicates rules, consequences, and expectations for behavior to students. • Inconsistently addresses discipline problems with some interruption to the learning. • Attempts to develop students' sense of self-discipline, self-confidence, and sense of responsibility for their actions and their environment. • Models socially competent behavior through interactions with students and other adults and uses strategies to help students develop socially competent behavior. 	<ul style="list-style-type: none"> • Communicates and enforces high standards for student behavior while facilitating students' perseverance to adhere to rules, consequences, and expectations. • Redirects student behavior when necessary while considering and implementing targeted behavioral strategies or interventions in response to specific student needs and circumstances. • Actively encourages students' sense of self-discipline, self-confidence, and sense of responsibility for their actions and their environment. • Models mastery of appropriate social skills and ethical and responsible behavior while seeking to improve students' own social, ethical and responsible behavior. 	<ul style="list-style-type: none"> • Is direct, specific, consistent and tenacious in communicating and enforcing high expectations for student behavior that supports productive learning. • Students promote behavior that supports a productive learning environment. • Designs and implements strategies to support students' sense of self-discipline, self-confidence, and sense of responsibility. • Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher-student and student-student interactions.



INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4. Maximizing the amount of time spent on learning by effectively managing routines and transitions.</p>	<ul style="list-style-type: none"> • Instructional time is lost due to the lack of established routines. • Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions. • All necessary instructional materials are not readily available. • Administrative duties often take the place of teaching and learning. • Minimal attention to the safety of the classroom environment 	<ul style="list-style-type: none"> • Routines have been established but may not be efficient. • Materials are available but procedures for their access or use are not established. • Sometimes loses instructional time due to a lack of clarity, interruptions, or the need to continually re-direct students through transitions • Environment allows for the safe movement of students and about the classroom 	<ul style="list-style-type: none"> • Manages established routines and transitions to increase learning time; some students may require additional guidance from the teacher. • Materials are organized and available and students know how to access them independently. • Environment is purposefully designed to provide for a safe space for teaching and learning. 	<ul style="list-style-type: none"> • Manages established routines and transitions to maximize student-learning time and promote student independence. • The resources of time, space and attention are consistently managed to provide equitable opportunity for all students to engage in learning. • Students contribute to the efficiency of routines and transitions. • In addition to proficient, the students accept responsibility for maintaining the safety of the classroom environment.

CCT DOMAIN 3: 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:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1. Ensuring that content instruction is at an appropriate level of challenge and differentiated to meet their academic and behavioral needs.</p>	<ul style="list-style-type: none"> • Uses general understanding of the content, not data about the students' academic and behavioral learning needs, to plan instruction. • Instructional plans are generally not differentiated and/or not at an appropriate level of challenge. • Limited use of varied instructional/flexible groupings to meet the needs of students. 	<ul style="list-style-type: none"> • Uses general understanding of students' prior content knowledge and skills to plan instruction. • Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students. • Attempts to identify and prioritize the current skill base of most students. • Is aware of importance of establishing groupings and attempts to incorporate them in planning for instruction. 	<ul style="list-style-type: none"> • Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. • Often uses aggregated and disaggregated assessment data to assist in the planning process to accommodate group differences. • Instructional plans incorporate strategies for differentiation to ensure an appropriate level of challenge for all students. • Establishes flexible grouping to ensure the appropriate challenge in the delivery of instruction. 	<ul style="list-style-type: none"> • Analyzes student performance data to determine individual academic and behavioral learning needs and plan instruction. • Consistently uses aggregated and disaggregated data from state assessments and classroom formal and informal assessments to identify the diverse needs of students. • Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning. • In addition to the characteristics of proficient, flexible groupings are an integral component of instructional design.



INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.</p>	<ul style="list-style-type: none"> • Develops discrete lessons and activities related to specific skills in the curriculum. • Planning for teaching content area literacy or numeracy skills. • Lessons do not intentionally address the interests and prior knowledge of students. • Use of technology as a tool for supporting student learning is limited. 	<ul style="list-style-type: none"> • Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests. • Limited planning for teaching content area literacy or numeracy skills. • The textbook and the curriculum drive goals and objectives with some acknowledgment of students' experiences. • Technology is sometimes used to reinforce skills or to enhance engagement in a lesson. 	<ul style="list-style-type: none"> • Designs instruction based on prioritized current skills of students, including both gaps and assets in academic development. Lessons are often tailored to meet the needs of some students. • Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: <ul style="list-style-type: none"> ○ using strategic questions for discourse or inquiry based learning; ○ anticipating and teaching to content misconceptions; ○ utilizing strategies for teaching and supporting content area literacy skills and where appropriate numeracy skills ○ making real world, career, or global connections with the content; or ○ making interdisciplinary connections • Instructional design encourages students to access technology and other resources to enhance their knowledge and understanding. 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Designs highly relevant lessons that motivate all students, engages them in active learning to make connections within and among content areas in order to understand the importance of literacy and numeracy in the world around them. • Tailors learning experiences for individual students to provide them with the opportunity to achieve their potential and promote their independence and interdependence. • Students use technology to extend their knowledge and understanding and to promote effective collaboration with others, inside and beyond the school community.

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3. Designing or selecting academic/ behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.</p>	<ul style="list-style-type: none"> Identifies academic or behavioral concerns without a defined plan of intervention. Minimal consideration given to students' developmental levels. Lesson designs rarely break down complex tasks to address learning needs of some students. 	<ul style="list-style-type: none"> Prepares to address targeted academic or behavioral concerns. Plans to document anticipated responses to strategy/use of materials. Follows requirements of students' IEPs and 504 plans. 	<ul style="list-style-type: none"> Selects or designs supplemental or specialized instructional or behavioral interventions. Discusses data with colleagues to inform planning for interventions. Recommendations on IEPs and 504 plans are interpreted and implemented. 	<ul style="list-style-type: none"> Selects or designs supplemental or specialized instructional or behavioral interventions. Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions. Explicitly and deliberately interprets and implements IEPs and 504 plans and looks for additional ways to provide support.



CCT DOMAIN 4: 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:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.</p>	<ul style="list-style-type: none"> • Teaches content of curriculum with a limited range of instructional strategies. • Instructional strategies focus primarily on delivery of information and on helping students learn lower level skills. • Uses questions and activities that focus on recall and comprehension of information. • Knowledge of current research and new and innovative practices is not apparent. 	<ul style="list-style-type: none"> • Uses strategies that are based on general knowledge or data about student learning. • Instructional strategies provide some opportunities for application and are focused on the development of skills. • Discussions are generally teacher directed but include some more open-ended questions and opportunities for students to engage in sustained conversation with each other • Demonstrates some awareness of current instructional practices. 	<ul style="list-style-type: none"> • Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. • Instruction engages students in active learning strategies such as discourse or inquiry, and in applying, analyzing, and evaluating their learning to create new learning. • Students are often engaged in listening and responding actively to each other and contributing comments, that improve their own and their classmates' conversations. • Demonstrates an understanding of current research and innovative practice in the design of instructional strategies. 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Consistently leads students to generalize critical-thinking, develop their own questions and problem-solving strategies, and apply learning to new or different content, applications or contexts. • Students are purposeful in questioning, commenting, and exchanging ideas that improve their own and their classmates' understanding. • Consistently stays abreast of emerging research and new and innovative practices and incorporates them into lesson plans and instructional strategies.

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.</p> <p><i>Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three.</i></p>	<ul style="list-style-type: none"> Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. Supplemental interventions for students who need academic or behavioral support is provided solely by others. 	<ul style="list-style-type: none"> Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner. 	<ul style="list-style-type: none"> Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials. Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students who need academic or behavioral supports. 	<ul style="list-style-type: none"> Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon student response.

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3. Using technological and digital resources strategically to support learning.</p>	<ul style="list-style-type: none"> • Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc.) 	<ul style="list-style-type: none"> • Promotes use of technological or digital resources to help students to access, organize and present information. • Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats. 	<ul style="list-style-type: none"> • Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to demonstrate and apply learning. • Provides guidance for students to be critical consumers of information accessed through a variety of media formats. 	<ul style="list-style-type: none"> • Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities. • Requires evidence that students are critical consumers of information accessed through a variety of media formats. • Monitoring provides ongoing support to help students analyze, interpret and communicate information in order to demonstrate and apply learning.
<p>4. Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.</p>	<ul style="list-style-type: none"> • Primarily directs students through learning activities. • Teacher takes responsibility for instructional and non-instructional tasks. 	<ul style="list-style-type: none"> • Provides opportunities for questioning/clarification of content and the discussion of concepts presented. • Provides opportunities for students to take responsibility for non-instructional tasks. • Attempts to engage all students in discussions. 	<ul style="list-style-type: none"> • Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented. • Provides opportunities for students to take responsibility for some learning activities. 	<ul style="list-style-type: none"> • Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning. • Provides opportunities for students to develop and facilitate individual and collaborative learning activities. • Ensures that students assume considerable responsibility for the success of discussion, initiating topics and making unsolicited contributions.

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.</p>	<ul style="list-style-type: none"> Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). Few instructional adjustments are made. Feedback to students about the quality of their work/performance is general, unclear, inaccurate and not prompt. 	<ul style="list-style-type: none"> Monitoring focuses on whole class development of skills. Instructional adjustments (during and between lessons) focus primarily on pacing and procedures. Feedback to students about the quality of their work/performance is consistent, accurate, often general and sometimes prompt. 	<ul style="list-style-type: none"> Monitoring focuses primarily on data relative to progress of groups of students. Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions (during and between lessons) are based on group struggles or progress with content or skills. Feedback to students about the quality of their work/performance is specific, accurate, and prompt and supports students in revising their work. 	<ul style="list-style-type: none"> Relative to progress of individuals and groups of students within the class. Instructional adjustments (during and between lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students. Feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, supports revision or refinement, challenges students to extend thinking and is often initiated by peers.

CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1. Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn.</p>	<ul style="list-style-type: none"> • Relies primarily on summative (final) assessments to report performance or assign grades. • Assessments do not provide students opportunities to demonstrate their learning in different ways. 	<ul style="list-style-type: none"> • Uses ongoing and summative assessments to measure how students perform relative to daily learning or unit objectives with limited use of the data to inform instruction. • Assessments occasionally provide different ways for students to demonstrate their learning. 	<ul style="list-style-type: none"> • Uses formative and summative assessment data from pre- and post-assessments to inform subsequent planning and instruction to help students attain unit or curriculum standards. • Assessments are varied and provide different ways for students to demonstrate their learning. 	<ul style="list-style-type: none"> • Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. • Approach to assessment is consistently congruent with the instructional goals both in content and process. • Assessments are designed to provide students with alternative ways to demonstrate their learning.
<p>2. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.</p>	<ul style="list-style-type: none"> • Assessments primarily measure recall of information. • Analysis of assessment data is limited and primarily used to calculate grades or document task completion. • Data is rarely used to develop intervention strategies for students who exhibit academic or behavioral needs. 	<ul style="list-style-type: none"> • Assessments measure academic knowledge and skills and some student behavior. • Assessment provides data on student growth, and analysis includes general information and inferences about student achievement or struggles with course curriculum standards. • Data from limited sources is occasionally used to develop intervention strategies. 	<ul style="list-style-type: none"> • Assessments measure behavior, knowledge, skills and some concepts. • Intermittent analysis of data indicates student growth, based on multiple measures, including specific information about successes or struggles with course curriculum, literacy, or organizational or behavioral skills. • Results of analysis lead to additional, more targeted assessment when indicated and collaborate with grade level or content colleagues in the development of academic and behavioral interventions. 	<ul style="list-style-type: none"> • Assessments continually measure behavior, knowledge, skills and critical concepts in the content area. • Ongoing analysis of data creates a clear picture of individual student growth, based on multiple measures, including specific information about successes or struggles with course curriculum, literacy, or organizational or behavioral skills. • Uses data analysis to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students.

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.</p>	<ul style="list-style-type: none"> Assessment criteria are not clear and/or are communicated after the assessment. Feedback is generally provided as numerical or letter grades. 	<ul style="list-style-type: none"> Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. Feedback includes numerical or letter grades and some general comments about students' weaknesses. 	<ul style="list-style-type: none"> Criteria are clearly communicated to students prior to an assignment or assessment and include rubrics or exemplars of student work. Teacher assists students in assessing their own work and/or the work of their peers. Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements. 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Involves students in developing the evaluation criteria or goals for achievement/progress. <i>Confers</i> with students to share and compare assessment results with students' self-assessments. Consistently encourages students to set ambitious goals, to continue to self-assess and to take responsibility for improved performance.
<p>4. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.</p>	<ul style="list-style-type: none"> Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage. 	<ul style="list-style-type: none"> Communicates expectations and results with students and families through grades, report cards and parent/teacher conferences and when a student is experiencing difficulty with academics or behavior. Consults other educators for possible strategies when the teacher's academic or behavioral interventions for students are not successful. 	<ul style="list-style-type: none"> Regularly communicates expectations and performance results with students, families and/or other educators, and shares strategies for improving performance. Enlists the support of other educators and/or families to address specific academic or behavioral performance needs. 	<ul style="list-style-type: none"> Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in-depth information. Proactively enlists the support of other educators and/or families to collaboratively address academic or behavioral needs for support or enrichment and to develop student-centered performance expectations.

CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1. Engaging in continuous professional growth to impact instruction.</p>	<ul style="list-style-type: none"> • Teacher attends district-mandated professional development but does not actively seek opportunities to advance his/her professional learning. Little or no evidence that new learning is applied to improve the teacher's practice. • Little or no evidence that the teacher reflects on the impact of instructional decisions on student performance/outcomes. Teacher places responsibility for learning largely on students. 	<ul style="list-style-type: none"> • Accesses professional learning opportunities, as available through or required by the district. Attempts to apply professional learning to improve practice are inconsistent or not sustained over time. • Reflections on practice demonstrate some understanding of the impact of instructional decisions on student performance/outcomes and focus primarily on instructional procedures and on whole-class student achievement. 	<ul style="list-style-type: none"> • Teacher is an active partner in determining content of learning, creating meaningful, learning experiences, and evaluating the effectiveness of curricular and instructional choices. • Teacher engages in a cycle of continuous improvement, applying professional learning to improve practice, analyzing the impact of changes in practice on student performance and developing new strategies to increase learning. 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Demonstrates leadership and a deep understanding of the teaching and learning processes and uses this knowledge to facilitate the professional learning of colleagues by being a continuous learner, modeling and supporting reflective practices, coaching and mentoring of colleagues and sharing action research.
<p>2. Collaborating with colleagues to develop and sustain continuous improvement.</p>	<ul style="list-style-type: none"> • Meets with colleagues as required by school or district to review assessment data but does not use information to inform instruction. • Interactions with other staff members demonstrate bias and/or negativity. • Does not guide/ coach paraprofessionals or special services colleagues to develop plans for student success, or to monitor and/or support academic or behavioral interventions. 	<ul style="list-style-type: none"> • Collaborates with colleagues to review and interpret assessment data and uses data to plan instruction. • Participates on school or district committees and activities that impact school climate, as guided by colleagues and/or directed by school or district requirements. • Attempts to engage with or guide/ coach paraprofessionals, or occasionally collaborates with special services colleagues to develop plans for student success, or to monitor the impact of instructional or behavioral supports and interventions. 	<ul style="list-style-type: none"> • Actively collaborates with colleagues in examination of student learning data and critically examines instructional and assessment practices in order to make adjustments to promote student learning. • Contributes actively to the work of school or district committees; collaborates with colleagues and administrators to develop and sustain a positive school climate. • Effectively guides and coaches paraprofessionals; collaborates well with colleagues, administrators and special services staff to develop plans for student success and to monitor impact of instructional or behavioral supports and interventions. 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leads colleagues in efforts to examine student learning data, improve instructional strategies, curricula and organizational structures to support increased student achievement in the school and district. • Takes a leadership role and facilitates the work of others (colleagues, administrators, and other members of the school community) in the development and sustaining of a positive learning community. • Leads efforts to analyze the impact of student success plans, instructional or behavioral supports and interventions.



INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3. Communicating and collaborating in culturally respectful ways with families to support their children’s learning and to develop and sustain a positive school climate.</p> <p>Outreach</p> <p>Respectful Interactions</p>	<ul style="list-style-type: none"> Provides minimal or no information/support to families to engage them in the educational program or to promote a positive school climate. Communication with families and students are not culturally respectful and/or sensitive to the demographics of the community. 	<ul style="list-style-type: none"> Some attempts are made to communicate with families about individual progress and programming. Respectful, timely communication may occur and/or an effort is made to take into account family/home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitivity to the differences. 	<ul style="list-style-type: none"> Proactively communicates and engages families in support of their children’s educational program. Collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. Communication with families is culturally respectful and sensitive to the demographics of the community. 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> Facilitates colleagues’ understandings of culture, diversity, and culturally responsive strategies that achieve high levels of learning for all students and enrich the experiences of the learning community. Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school’s ability to serve all students.
<p>4. Conducting oneself as a professional.</p>	<p><input type="checkbox"/> Teacher actions are consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators.</p> <p><input type="checkbox"/> Teacher actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators.</p>			

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Information & analysis shape vision, mission and goals</i>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. <i>Alignment to policies</i>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. <i>Diverse perspectives, collaboration, and effective learning</i>	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. develops a vision, mission and goals that set high expectations for most students.	incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	collaboratively creates a shared vision of high expectations with all stakeholders ³ and builds staff capacity to implement a shared vision for high student achievement.

¹**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²**Staff:** all educators and non-certified staff

³**Stakeholders:** a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1. Shared understandings guide decisions & evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.</p>	<p>engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</p>
<p><i>2 and 3 combined— Communicates vision; Advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<p>publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Analyzes data to identify needs and gaps between outcomes and goals</i>	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 <i>combined—Uses data and collaborates to design, assess and change programs</i>	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. <i>Identifies and addresses barriers to achieving goals</i>	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. <i>Seeks and aligns resources</i>	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Closes achievement gaps</i>	<p>is unaware of the achievement gap¹.</p> <p>is working toward improvement for only some students.</p>	<p>uses student outcome data to build their own awareness of achievement gaps.</p> <p>is developing a personal commitment to improvement for all students.</p>	<p>develops shared understanding and commitment to close achievement gaps¹ so that all students achieve at their highest levels.</p>	<p>regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions.</p> <p>establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.</p>
2. <i>Supports and Evaluates Professional Development</i>	<p>provides professional development that is misaligned with faculty and student needs.</p> <p>does not monitor classroom instruction for the implementation of professional development content.</p>	<p>provides professional development for staff that addresses some but not all needs for improvement.</p>	<p>supports and evaluates professional development to broaden faculty² teaching skills to meet the needs of all students</p>	<p>works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs.</p> <p>collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.</p>

¹**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

²**Faculty:** certified school faculty

<p><i>3 and 4 combined – Fosters Inquiry and Collaboration for Improvement</i></p>	<p>establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies.</p> <p>is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>models learning and seeks opportunities for personal growth.</p> <p>encourages staff collaboration and growth to improve teaching and learning.</p>	<p>seeks opportunities for personal and professional growth through continuous inquiry.</p> <p>fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</p>	<p>develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</p> <p>builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</p>
<p><i>5. Supports Teacher Reflection and Leadership</i></p>	<p>provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p>provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</p>	<p>provides time and resources for teacher collaboration and builds the capacity.</p> <p>of teachers to lead meetings focused on improving instruction.</p> <p>builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<p><i>6. Provides Feedback to Improve Instruction</i></p>	<p>ineffectively uses data, assessments or evaluation methods to support feedback.</p> <p>does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>provides sporadic feedback based on data, assessments or evaluations.</p> <p>monitors some teachers' practice for improvements based on feedback.</p>	<p>provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</p>	<p>provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards</i>	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards.	develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs. ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
<i>3. Improves Instruction for the Diverse Needs of All Students</i>	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹.	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.

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

Indicator	Below Standard	Developing	Proficient	Exemplary
4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	<p>is unaware of how to analyze student progress using student work.</p> <p>supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<p>develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p>	<p>empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>
5. <i>Provides Resources and Training for Extended Learning</i>	<p>identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<p>provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</p>	<p>builds strong faculty commitment to extending learning beyond the classroom.</p> <p>collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>
6. <i>Supports the Success of Faculty and Students as Global Citizens¹</i>	<p>focuses only on established academic standards as goals for student and staff skills.</p> <p>provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</p>	<p>assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</p>	<p>establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens.</p> <p>faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</p>

¹A **Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined– Uses Multiple Sources of Information¹ to Improve Instruction</i>	monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. is learning to use multiple sources of information to identify areas for improvement.	uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
<i>3. Staff Evaluation</i>	conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers. develops and supports individual staff learning plans and school improvement goals based on evaluations.
<i>4. Communicates Progress</i>	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	builds the capacity of all staff to share ongoing progress updates with families and other staff members. consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

¹**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. <i>Positive school climate for learning</i>	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate. plans to develop a school climate focused on learning and social/emotional safety.	advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	supports ongoing collaboration from staff and community to review and strengthen a positive school climate. develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. <i>Community norms for learning</i>	uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.	builds ownership for all staff, community and students to develop and review community norms for accountable behavior. students, staff and parents all hold themselves and each other accountable for following the established norms.

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 4 combined – Evaluate and Improve operational systems</i>	<p>ineffectively monitors operational processes.</p> <p>makes minimal improvements to the operational system.</p>	reviews existing processes and plans improvements to operational systems.	<p>uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise.</p> <p>processes to improve the operational system.</p>	<p>continuously evaluates and revises school processes.</p> <p>plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.</p>
<i>2. Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
<i>1. Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	<p>gathers regular input from faculty on new communications or data systems that could improve practice.</p> <p>seeks new capabilities and resources based on school community input.</p>
<i>2. Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	<p>identifies new equipment and technologies and/or maintains existing technology.</p> <p>is learning about how technology can support the learning environment.</p>	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><i>1 and 2 combined – Aligns resources to goals</i></p>	<p>operates a budget that does not align with district or state guidelines.</p> <p>allocates resources that are not aligned to school goals.</p>	<p>develops and operates a budget within fiscal guidelines.</p> <p>aligns resources to school goals and to strengthening professional practice.</p>	<p>develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</p> <p>seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</p>	<p>works with community to secure necessary funds to support school goals.</p> <p>aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>
<p><i>3. Recruits and retains staff</i></p>	<p>uses hiring processes that involve few recruiting sources.</p> <p>provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>reviews and improves processes for recruiting and selecting staff.</p> <p>provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p>implements practices to recruit, support and retain highly qualified staff.</p>	<p>involves all stakeholders in processes to recruit, select and support effective new staff.</p> <p>implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>
<p><i>4. Conducts staff evaluations</i></p>	<p>does not consistently implement district/state evaluation processes.</p> <p>evaluation results are not used to improve teaching and learning.</p>	<p>prioritizes and completes staff evaluation processes.</p> <p>is beginning to connect evaluation process and results to professional learning.</p>	<p>conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</p>	<p>coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>works with staff to connect evaluation processes to professional learning and instructional improvement.</p>

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Accesses family and community resources</i>	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support. secures community resources that are not consistently aligned to student learning.	coordinates the resources of schools, family members and the community to improve student achievement.	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. <i>Engages families in decisions</i>	provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	welcomes and engages all families in decision-making to support their children's education.	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. <i>Communicates with families and community</i>	uses limited strategies to communicate with families and community members. limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families. provides opportunities for families and community members to share input and concerns with the school.	uses a variety of strategies to engage in open communication with staff and families and community members.	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Communicates effectively</i>	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with, and interact effectively with people.	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
<i>2. Understands and accommodates diverse¹ student and community conditions</i>	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
<i>3. Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
<i>4. Collaborates with community programs</i>	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
<i>5. Involves all stakeholders</i>	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

¹Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Collaborates with community agencies</i></p>	<p>works with community agencies when needed.</p> <p>provides limited access to community resources and services to children and families.</p>	<p>collaborates with some community agencies for health, social or other services.</p> <p>provides some access to resources and services to children and families.</p>	<p>collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.</p>	<p>proactively identifies and prioritizes essential resources and services for children and families.</p> <p>collaborates with community agencies to provide prioritized services and consistently evaluates service quality.</p>
<p>2. <i>Develops relationships with community agencies</i></p>	<p>develops limited relationships with community agencies.</p> <p>community partnerships inconsistently meet the needs of the school community.</p>	<p>develops relationships with community organizations and agencies.</p> <p>evaluates some partnerships to ensure benefit to agencies and school community.</p>	<p>develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.</p>	<p>develops ongoing relationships with community agencies aligned to school needs.</p> <p>assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.</p>
<p>3. <i>Applies resources to meet the needs of children and families</i></p>	<p>does not consistently align resources to the educational needs of the school.</p>	<p>aligns resources to the educational needs of students.</p> <p>supports the educational needs of most families.</p>	<p>applies resources and funds to support the educational needs of all children and families.</p>	<p>identifies educational needs of students and families and aligns all resources to specific needs.</p>

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. <i>Equity and Social Justice¹</i>	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. promotes social justice by ensuring all students have access to educational opportunities.
4. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> builds a shared commitment to protecting the rights of all students and stakeholders. maintains confidentiality, as appropriate.

¹**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
<i>1. Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
<i>5. Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
<i>6. Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Lifelong Learning</i>	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. <i>Support of Professional Learning</i>	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. <i>Allocates Resources Equitably</i>	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	allocates resources equitably to sustain a high level of organizational performance.	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. <i>Promotes Appropriate Use of Technology</i>	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	promotes understanding of the legal, social and ethical use of technology among all members of the school community.	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. <i>Inspires Student Success</i>	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Promotes public discussion about educational laws, policies and regulations</i>	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
<i>2. Builds relationships with stakeholders and policymakers</i>	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.

<p>3. <i>Advocates for equity, access and adequacy of student and family resources</i></p>	<p>has limited understanding and/or ineffectively uses resources for family services and support through community agencies.</p>	<p>is learning how to help students and families locate, acquire and access programs, services or resources to create equity.</p>	<p>advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</p>	<p>empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.</p>
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Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Accurately communicates educational performance</i>	<p>ineffectively communicates with members of the school community.</p> <p>does not fully understand growth, trends and implications for improvement.</p>	<p>reviews school growth measures and student data.</p> <p>conducts basic data analyses and communicates data about educational performance.</p>	collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
<i>2. Improves public understanding of legislation, policy and laws</i>	provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	<p>shares information about federal, state and local laws, policies and regulations.</p> <p>provides information to decision-makers and the community.</p>	communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
<i>3. Upholds laws and influences educational policies and regulations</i>	does not consistently uphold laws, regulations.	upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	upholds federal, state and local laws and influences policies and regulations in support of education.	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Advocates for public policies to support the present and future needs of children and families</i>	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.	works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
<i>2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</i>	is unaware of policies that result in equitable resources to meet the needs of all students. does not allocate resources appropriately, adequately or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. allocates and distributes school resources among faculty, staff and students.	promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
<i>3. Collaborates with leaders to inform planning, policies and programs</i>	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning. is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.

Staff

Demographic data, which is used for summary analysis, will not be reported if individuals can be identified.

Ethnicity:
(fill in all that apply)

African-American
 American Indian
 Asian
 Caucasian
 Latino/Hispanic
 Other

I am a(n):

classroom teacher
 instructional assistant
 certificated staff
(other than a classroom teacher)
 classified staff
(other than an instructional assistant)

Items for teachers only:

I teach:

pre-kindergarten
 primary grades
 upper elementary grades
 middle school grades
 high school grades 9-10
 high school grades 11-12

I have been teaching:

1-3 years
 4-6 years
 7-10 years
 11 or more years

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel:					
like I belong at this school	①	②	③	④	⑤
that the staff cares about me	①	②	③	④	⑤
that learning can be fun	①	②	③	④	⑤
that learning is fun at this school	①	②	③	④	⑤
recognized for good work	①	②	③	④	⑤
intrinsically rewarded for doing my job well	①	②	③	④	⑤
clear about what my job is at this school	①	②	③	④	⑤
that others are clear about what my job is at this school	①	②	③	④	⑤
I work with people who:					
treat me with respect	①	②	③	④	⑤
listen if I have ideas about doing things better	①	②	③	④	⑤
My administrators:					
treat me with respect	①	②	③	④	⑤
are effective instructional leaders	①	②	③	④	⑤
facilitate communication effectively	①	②	③	④	⑤
support me in my work with students	①	②	③	④	⑤
support shared decision making	①	②	③	④	⑤
allow me to be an effective instructional leader	①	②	③	④	⑤
are effective in helping us reach our vision	①	②	③	④	⑤
I have the opportunity to:					
develop my skills	①	②	③	④	⑤
think for myself, not just carry out instructions	①	②	③	④	⑤
I believe student achievement can increase through:					
differentiating instruction	①	②	③	④	⑤
effective professional development related to our vision	①	②	③	④	⑤
integrating instruction across the curriculum	①	②	③	④	⑤
teaching to the state standards	①	②	③	④	⑤
the use of computers	①	②	③	④	⑤
the use of varied technologies	①	②	③	④	⑤
providing a threat-free environment	①	②	③	④	⑤
close personal relationships between students and teachers	①	②	③	④	⑤
addressing student learning styles	①	②	③	④	⑤
effective parent involvement	①	②	③	④	⑤
using ongoing student assessments related to state standards	①	②	③	④	⑤
student self-assessments	①	②	③	④	⑤
teacher use of student achievement data	①	②	③	④	⑤
I love:					
working at this school	①	②	③	④	⑤
seeing the results of my work with students	①	②	③	④	⑤

Staff

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>I believe:</i>					
every student can learn	①	②	③	④	⑤
the instructional program at this school is challenging	①	②	③	④	⑤
this school provides an atmosphere where every student can succeed	①	②	③	④	⑤
quality work is expected of all students at this school	①	②	③	④	⑤
quality work is expected of me	①	②	③	④	⑤
quality work is expected of all the adults working at this school	①	②	③	④	⑤
the vision for this school is clear	①	②	③	④	⑤
the vision for this school is shared	①	②	③	④	⑤
we have an action plan in place which can get us to our vision	①	②	③	④	⑤
this school has a good public image	①	②	③	④	⑤
it is important to communicate often with parents	①	②	③	④	⑤
I communicate with parents often about their child's progress	①	②	③	④	⑤
I communicate with parents often about class activities	①	②	③	④	⑤
<i>I work effectively with:</i>					
special education students	①	②	③	④	⑤
English learners	①	②	③	④	⑤
ethnically/racially diverse students	①	②	③	④	⑤
students who live in poverty	①	②	③	④	⑤
low-achieving students	①	②	③	④	⑤
<i>Morale is high on the part of:</i>					
teachers	①	②	③	④	⑤
students	①	②	③	④	⑤
support staff	①	②	③	④	⑤
administrators	①	②	③	④	⑤
<i>Items for teachers and instructional assistants only:</i>					
Student outcomes for my class(es) are clear to me	①	②	③	④	⑤
Student outcomes for my class(es) are clear to my students	①	②	③	④	⑤
Teachers in this school communicate with each other to make student learning consistent across grades	①	②	③	④	⑤
I know the state standards	①	②	③	④	⑤
I teach to the state standards	①	②	③	④	⑤
Learning is fun in my classroom	①	②	③	④	⑤
I love to teach	①	②	③	④	⑤

What are the strengths of this school?

What needs to be improved?

Students

I am in:

- Kindergarten
- First Grade
- Second Grade
- Third Grade

I am:

(fill in all that apply)

- Black
- American Indian/
Alaskan Native
- Asian
- White
- Hispanic/Latino
- Other

I am:

- Boy
- Girl

When I am at school, I feel:



- | | | | |
|--|---|---|---|
| I belong | ① | ② | ③ |
| I am safe | ① | ② | ③ |
| I have fun learning | ① | ② | ③ |
| I like this school | ① | ② | ③ |
| This school is good | ① | ② | ③ |
| My teacher cares about me | ① | ② | ③ |
| My principal cares about me | ① | ② | ③ |
| My teacher is a good teacher | ① | ② | ③ |
| My teacher believes I can learn | ① | ② | ③ |
| The work I do in class makes me think | ① | ② | ③ |
| I know what I am supposed to be learning in my classes | ① | ② | ③ |
| I am a good student | ① | ② | ③ |
| I can be a better student | ① | ② | ③ |
| I behave well at school | ① | ② | ③ |
| Students at my school are friendly | ① | ② | ③ |
| I have lots of friends | ① | ② | ③ |
| My family believes I can do well in school | ① | ② | ③ |
| My family wants me to do well in school | ① | ② | ③ |

What do you like about this school?

What do you wish was different at this school?

Students

I am in:

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Sixth Grade

I am:
(fill in all that apply)

African-American (Black)

American Indian

Asian

Caucasian (White)

Hispanic

Other

I am:

Boy

Girl

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When I am at school, I feel:					
I belong	①	②	③	④	⑤
I am safe	①	②	③	④	⑤
I have fun learning	①	②	③	④	⑤
I like this school	①	②	③	④	⑤
This school is good	①	②	③	④	⑤
I have freedom at school	①	②	③	④	⑤
I have choices in what I learn	①	②	③	④	⑤
My teacher treats me with respect	①	②	③	④	⑤
My teacher cares about me	①	②	③	④	⑤
My teacher thinks I will be successful	①	②	③	④	⑤
My teacher listens to my ideas	①	②	③	④	⑤
My principal cares about me	①	②	③	④	⑤
My teacher is a good teacher	①	②	③	④	⑤
My teacher believes I can learn	①	②	③	④	⑤
I am recognized for good work	①	②	③	④	⑤
I am challenged by the work my teacher asks me to do	①	②	③	④	⑤
The work I do in class makes me think	①	②	③	④	⑤
I know what I am supposed to be learning in my classes	①	②	③	④	⑤
I am a good student	①	②	③	④	⑤
I can be a better student	①	②	③	④	⑤
Very good work is expected at my school	①	②	③	④	⑤
I behave well at school	①	②	③	④	⑤
Students are treated fairly by teachers	①	②	③	④	⑤
Students are treated fairly by the principal	①	②	③	④	⑤
Students are treated fairly by the people on recess duty	①	②	③	④	⑤
Students at my school treat me with respect	①	②	③	④	⑤
Students at my school are friendly	①	②	③	④	⑤
I have lots of friends	①	②	③	④	⑤
I have support for learning at home	①	②	③	④	⑤
My family believes I can do well in school	①	②	③	④	⑤
My family wants me to do well in school	①	②	③	④	⑤

Continued 

What do you like about this school?

What do you wish was different at this school?

Students

I am in:

Sixth Grade

Seventh Grade

Eighth Grade

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

I am:
(fill in all that apply)

African-American (Black)

American Indian

Asian

Caucasian (White)

Hispanic

Other

I am:

Boy

Girl

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When I am at school, I feel:					
I belong	①	②	③	④	⑤
I am safe	①	②	③	④	⑤
I have fun learning	①	②	③	④	⑤
I like this school	①	②	③	④	⑤
This school is good	①	②	③	④	⑤
I have freedom at school	①	②	③	④	⑤
I have choices in what I learn	①	②	③	④	⑤
My teachers treat me with respect	①	②	③	④	⑤
My teachers care about me	①	②	③	④	⑤
My teachers think I will be successful	①	②	③	④	⑤
My teachers listen to my ideas	①	②	③	④	⑤
My principal cares about me	①	②	③	④	⑤
My teachers are good teachers	①	②	③	④	⑤
My teachers believe I can learn	①	②	③	④	⑤
I am recognized for good work	①	②	③	④	⑤
I am challenged by the work my teachers ask me to do	①	②	③	④	⑤
The work I do in class makes me think	①	②	③	④	⑤
I know what I am supposed to be learning in my classes	①	②	③	④	⑤
I am a good student	①	②	③	④	⑤
I can be a better student	①	②	③	④	⑤
Quality work is expected at my school	①	②	③	④	⑤
I behave well at school	①	②	③	④	⑤
Students are treated fairly by teachers	①	②	③	④	⑤
Students are treated fairly by administrators	①	②	③	④	⑤
Students at my school treat me with respect	①	②	③	④	⑤
Students at my school are friendly	①	②	③	④	⑤
I have lots of friends	①	②	③	④	⑤
I have support for learning at home	①	②	③	④	⑤
My family believes I can do well in school	①	②	③	④	⑤
My family wants me to do well in school	①	②	③	④	⑤

Continued 

Students

What do you like about this school?

What do you wish was different at this school?

High School Students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel safe at this school	①	②	③	④	⑤
I feel like I belong at this school	①	②	③	④	⑤
I feel challenged at this school	①	②	③	④	⑤
I have opportunities to choose my own projects	①	②	③	④	⑤
I feel that I am in charge of what I learn	①	②	③	④	⑤
Teachers encourage me to assess the quality of my own work	①	②	③	④	⑤
This school is preparing me well for what I want to do after high school	①	②	③	④	⑤
My teachers treat me fairly	①	②	③	④	⑤
My school administrators treat me fairly	①	②	③	④	⑤
My campus supervisors treat me fairly	①	②	③	④	⑤
The office staff treat me fairly	①	②	③	④	⑤
Other students at this school treat me fairly	①	②	③	④	⑤
The work at this school is challenging	①	②	③	④	⑤
I find what I learn in school to be relevant to real life	①	②	③	④	⑤
I feel successful at school	①	②	③	④	⑤
This school is fun	①	②	③	④	⑤
I like this school	①	②	③	④	⑤
I think this is a good school	①	②	③	④	⑤
I like the students at this school	①	②	③	④	⑤
Students at this school like me	①	②	③	④	⑤
I like to learn	①	②	③	④	⑤
Doing well in school makes me feel good about myself	①	②	③	④	⑤
I am doing my best in school	①	②	③	④	⑤
Participating in extracurricular activities is important to me	①	②	③	④	⑤

Continued 

High School Students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>My teachers:</i>					
expect students to do their best	①	②	③	④	⑤
expect me to do my best	①	②	③	④	⑤
are understanding when students have personal problems	①	②	③	④	⑤
set high standards for learning in their classes	①	②	③	④	⑤
help me gain confidence in my ability to learn	①	②	③	④	⑤
know me well	①	②	③	④	⑤
listen to my ideas	①	②	③	④	⑤
care about me	①	②	③	④	⑤
make learning fun	①	②	③	④	⑤
are excited about the subjects they teach	①	②	③	④	⑤
give me individual attention when I need it	①	②	③	④	⑤
<i>I feel ready for the real world, with reference to:</i>					
my ability to write	①	②	③	④	⑤
my ability to read	①	②	③	④	⑤
my ability with mathematics	①	②	③	④	⑤
my ability to process information	①	②	③	④	⑤
my presentation skills	①	②	③	④	⑤
my technology skills	①	②	③	④	⑤
my ability to learn on my own outside of a classroom	①	②	③	④	⑤
<i>In my classes, time is spent:</i>					
listening to the teacher talk	①	②	③	④	⑤
in whole class discussions	①	②	③	④	⑤
working in small groups	①	②	③	④	⑤
answering questions from a book or worksheet	①	②	③	④	⑤
working on projects or research	①	②	③	④	⑤
doing work that I find meaningful	①	②	③	④	⑤
using computers	①	②	③	④	⑤
<i>I learn well when:</i>					
I am working on projects or research	①	②	③	④	⑤
the teacher is leading a discussion with the whole class	①	②	③	④	⑤
I am working in a small group	①	②	③	④	⑤
I am working by myself	①	②	③	④	⑤

Continued 

High School Students

What do you like about this school?

What do you wish was different at this school?

Student Demographic Data

I am: (fill in all that apply)

- African-American (Black)
- American Indian
- Asian
- Caucasian (White)
- Filipino
- Hispanic/Latino
- Middle Eastern
- Pacific Islander
- Other _____

I am a:

- Freshman
- Sophomore
- Junior
- Senior

I am:

- Female
- Male

I participate in: (fill in all that apply)

- Athletics (includes Cheerleading/Flag Team)
- School Clubs
- Instrumental Music
- Vocal Music
- Drama
- Speech/Debate
- Not connected to any school club or regular extracurricular activity

I came to this school as a:

- Freshman
- Sophomore
- Junior
- Senior

Immediately after graduation, I plan to: (fill in all that apply)

- Go to a 2-year community college
- Go to a 4-year college
- Enter a training or apprenticeship program
- Get a full-time job
- Join the military
- Get married
- Other _____

Parents

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel welcome at my child's school	①	②	③	④	⑤
I am informed about my child's progress	①	②	③	④	⑤
I know what my child's teacher expects of my child	①	②	③	④	⑤
My child is safe at school	①	②	③	④	⑤
My child is safe going to and from school	①	②	③	④	⑤
There is adequate supervision during school	①	②	③	④	⑤
There is adequate supervision before and after school	①	②	③	④	⑤
Teachers show respect for the students	①	②	③	④	⑤
Students show respect for other students	①	②	③	④	⑤
The school meets the social needs of the students	①	②	③	④	⑤
The school meets the academic needs of the students	①	②	③	④	⑤
The school expects quality work of its students	①	②	③	④	⑤
The school has an excellent learning environment	①	②	③	④	⑤
I know how well my child is progressing in school	①	②	③	④	⑤
I like the school's report cards/progress report	①	②	③	④	⑤
I respect the school's teachers	①	②	③	④	⑤
I respect the school's principal	①	②	③	④	⑤
Overall, the school performs well academically	①	②	③	④	⑤
The school succeeds at preparing children for future work	①	②	③	④	⑤
The school has a good public image	①	②	③	④	⑤
The school's assessment practices are fair	①	②	③	④	⑤
My child's teacher helps me to help my child learn at home	①	②	③	④	⑤
I support my child's learning at home	①	②	③	④	⑤
I feel good about myself as a parent	①	②	③	④	⑤

Children's grades:	Number of children in this school:	Number of children in the household:	
<input type="radio"/> Kindergarten <input type="radio"/> First Grade <input type="radio"/> Second Grade <input type="radio"/> Third Grade <input type="radio"/> Fourth Grade <input type="radio"/> Fifth Grade <input type="radio"/> Sixth Grade <input type="radio"/> Seventh Grade <input type="radio"/> Eighth Grade <input type="radio"/> Ninth Grade <input type="radio"/> Tenth Grade <input type="radio"/> Eleventh Grade <input type="radio"/> Twelfth Grade	<input type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤ <input type="radio"/> ⑥ <input type="radio"/> ⑦ <input type="radio"/> ⑧ <input type="radio"/> ⑨	<input type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤ <input type="radio"/> ⑥ <input type="radio"/> ⑦ <input type="radio"/> ⑧ <input type="radio"/> ⑨	
My native language is:	Ethnic background:	Responding:	
<input type="radio"/> Chinese <input type="radio"/> Eastern European <input type="radio"/> English <input type="radio"/> Japanese <input type="radio"/> Korean <input type="radio"/> Spanish <input type="radio"/> Vietnamese <input type="radio"/> Other _____	(fill in all that apply) <input type="radio"/> Black <input type="radio"/> American Indian/Alaskan Native <input type="radio"/> Asian <input type="radio"/> White <input type="radio"/> Hispanic/Latino <input type="radio"/> Other _____	<input type="radio"/> Mother <input type="radio"/> Father <input type="radio"/> Guardian <input type="radio"/> Other	

What are the strengths of this school?

What needs to be improved?

High School Parents

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel welcome at my child's school	①	②	③	④	⑤
My child is safe at school	①	②	③	④	⑤
My child is safe going to and from school	①	②	③	④	⑤
There is adequate supervision during school	①	②	③	④	⑤
There is adequate supervision before and after school	①	②	③	④	⑤
I am informed about my child's progress at school	①	②	③	④	⑤
My calls to the school are returned in a timely manner	①	②	③	④	⑤
I know what my child's teachers expect of my child	①	②	③	④	⑤
My child knows what his/her teachers expect of him/her	①	②	③	④	⑤
New students receive adequate orientation to the school and the programs offered	①	②	③	④	⑤
The school provides adequate information to students about attending college after graduation	①	②	③	④	⑤
The school provides adequate information about non-college options after graduation	①	②	③	④	⑤
The school provides an adequate calendar of school activities	①	②	③	④	⑤
The school clearly communicates how parent volunteers can help	①	②	③	④	⑤
Parent volunteers are made to feel appreciated	①	②	③	④	⑤
Parent volunteers are vital to the school community	①	②	③	④	⑤
I respect the school's teachers	①	②	③	④	⑤
I respect the school's principal	①	②	③	④	⑤
Students are treated fairly by the teachers	①	②	③	④	⑤
Students are treated fairly by administration	①	②	③	④	⑤
Students are treated fairly by other students	①	②	③	④	⑤
The school meets the social needs of the students	①	②	③	④	⑤
The school meets the academic needs of the students	①	②	③	④	⑤
The school expects quality work of its students	①	②	③	④	⑤
The school's assessment practices are fair	①	②	③	④	⑤
Overall, the school performs well academically	①	②	③	④	⑤
There is adequate recognition of student successes	①	②	③	④	⑤
The school succeeds at preparing its students for future work	①	②	③	④	⑤
Teachers help me know how to support my child's learning at home	①	②	③	④	⑤
I support my child's learning at home	①	②	③	④	⑤
Overall, the school has a good public image	①	②	③	④	⑤
I would recommend this school to other families	①	②	③	④	⑤

High School Parents

What are the strengths of this school?

What needs to be improved?

Demographics

Number of children in this school:

- 1 2 3 4 5 6 7 8 9

Number of children in the household:

- 1 2 3 4 5 6 7 8 9

Children's grades:

- Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade
Sixth Grade
Seventh Grade
Eighth Grade
Ninth Grade
Tenth Grade
Eleventh Grade
Twelfth Grade

My native language is:

- Chinese
Eastern European
English
Japanese
Korean
Spanish
Vietnamese
Other

Ethnic background: (fill in all that apply)

- Black
American Indian/Alaskan Native
Asian
White
Hispanic/Latino
Other

Responding:

- Mother
Father
Guardian
Other

I am a graduate of this high school:

- Yes
No