Region 15's Educator Evaluation And Professional Development Plan

A Quest For Excellence In the 21st Century

Region 15's Professional Development and Evaluation Committee

Complies with Connecticut Guidelines for Educator Education, June 2012

Updated According to CSDE, August 2017

Updated Rubrics September 2018

Updated Plan, May 2021

Mission

The mission of Region 15, a collaborative community committed to excellence, is to educate every student to be productive, ethical, and engaged in a global society through proven and innovative learning experiences supported by its strong community whose decision-making is based on the best interest of all students.

Guiding Beliefs
Educator Evaluation and Development
(February 25, 2014)

WE BELIEVE THAT …

- all educators are continuous learners and value those learning experiences that promote continuous growth.
- high expectations and effort are critical for educators to achieve their personal best.
- honesty and integrity are essential for building trust and cooperation among educators.
- a quality evaluation and development system expands opportunities for individualized professional enrichment and success.
- change involves risk, but is necessary for progress and growth.
- successful education is the result of a collaborative community.
- we learn more together than individually.

Foreword

Research has shown that high quality teaching has a positive impact upon student success. Further, studies have shown that a multi-dimensional approach to educator evaluation improves educator performance and can result in improved student performance.   In 2013-14, the Region implemented a modified version of the new State of Connecticut System for Educator Evaluation and Development (SEED) developed to meet the requirements of the CT Guidelines for Educator Evaluation adopted in June of 2012. During this implementation, the Region 15 Educator Evaluation and Professional Development Committee worked to develop an understanding of the research on educator evaluation and reviewed studies of best practices in evaluation. Elements of this plan has been updated with the approval of PDEC based upon the current educational environment and most recent recommendations from the CT State Department of Education.

Many thanks to the educators and administrators who gave of their time for this project. It is the intention of the Region 15 Educator Evaluation and Development Committee to create a plan which supports the continuous growth of our educators in order to advance the performance of our students. This plan will continue to be evaluated and adjusted to meet that goal.

Introduction

An extensive review of literature around educator evaluation and development resulted in the creation of a set of Guiding Beliefs (see page 3). These beliefs provided focus and direction in the development of the Region 15 Educator Evaluation and Professional Development Plan.   This evaluation plan supports educators to remain continuous learners who work collaboratively with peers and their evaluators to advance their own

understanding and skills in an effort to improve student performance. Inherent in this work is a set of high expectations for all and the belief that educators and students must be provided with the resources and opportunity to achieve their best.

No one measure adequately or justly measures an educator's performance. Using multiple standards-based measures of performance and working within a trusting and cooperative environment results in a fair, accurate, and comprehensive picture of an educator's performance. Evaluation of overall performance in this plan includes the observation of professional practice both in the classroom and within other domains of an educator's work, assessment of student growth, parent feedback and overall school success.

Along with the responsibility of ensuring students reach expected levels of performance, it is also the responsibility of all educators to engage in a continuous growth process that will advance their own skills. This includes identifying areas for growth, initiating and participating in professional learning experiences, conducting self assessments, and determining next steps. This plan requires educators to identify professional learning actions for this purpose.

All learning is improved when specific, timely feedback is provided. There are multiple opportunities for feedback within this plan including formal and informal feedback from evaluators, informal feedback and collaboration with colleagues, and multiple expectations for self assessment. As stated in the Region 15 Guiding Beliefs, "We learn more together than individually."

Assumptions Underlying The Educator Evaluation And Professional Development System

An effective system of personal evaluation must have as its base certain assumptions about an individual's potential as a satisfied, productive professional. This evaluation system must be built on working relationships among individuals and supported by a comprehensive professional learning plan.

1. This document was developed cooperatively by administration and educators and clearly states the purposes, procedures, responsibilities, timelines, and resources of the educator evaluation and professional development process.

2. There is a clear link between the purposes of the educator evaluation and professional development plans that are closely aligned with state and district goals and objectives to improve student achievement.

3. Student learning is based on a set of standards gathered from national, state, and local frameworks.

4. The Connecticut Common Core of Teaching (CCT) defines good teaching.

5. Links between the CCT, The Connecticut Standards for School Leaders, The Common Core Standards, the evaluation plan and professional development plan are clearly defined in relation to improved student learning.

6. Educators and administrators mutually agree to a Professional Learning Plan that is tailored to the phase of development for the educator (Below Standard, First and Second Year Novice, Developmental, Professional/Exemplary).

7. Self-reflection is an important element of the evaluation process and contributes to improved student performance and the professional development of the educator.

8. Administrators are properly trained in using the local evaluation criteria in conjunction with Connecticut's Common Core of Teaching.

10. The district provides appropriate time to facilitate educator evaluation, collaboration, and professional growth.

11. There is a commitment to individual and collaborative evaluation to improve student achievement.

12. Educators are encouraged to use current research, creativity, and imagination to enhance and inform the teaching and learning process.

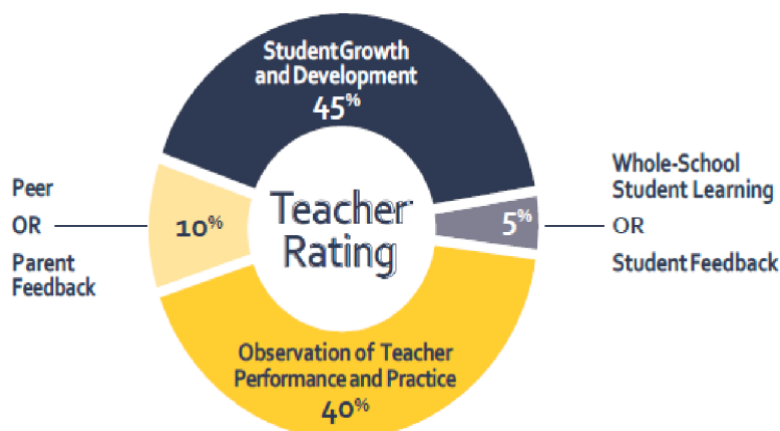# Educator Evaluation Overview

Educator Evaluation and Support Framework

The Region 15 evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four components, grouped into two types of major categories: Educator Practice and Student Outcomes.

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

  (a) **Observation of Educator Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of educator practice

  (b) **Parent Feedback (10%)** on educator practice through surveys

- **Student Outcomes Related Indicators:** An evaluation of educators' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

  (a) Student Growth and Development (45%) as determined by the educator's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)

  (b) Whole-School Measures of Student Learning as determined by aggregate student learning indicators or Student Feedback (5%)

  Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Professional*, *Developing* or *Below Standard*. The performance levels are defined as:
  - Exemplary – Substantially exceeding indicators of performance
  - Professional – Meeting indicators of performance
  - Developing – Meeting some indicators of performance but not others
  - Below Standard – Not meeting indicators of performance

Teacher Rating

- Student Growth and Development 45%
- Whole-School Student Learning OR Student Feedback 5%
- Observation of Teacher Performance and Practice 40%
- Peer OR Parent Feedback 10%

Process and Timeline

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

Goal Setting & Planning
- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting and plan development

By November 15

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conference

January/February

End-of-Year Review
- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30*

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

GOAL-SETTING AND PLANNING:

Timeframe: Target is October 15,must be completed by November 15

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in educator practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

2. *Educator Reflection and Goal-Setting* – The educator examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a minimum of one SLO* with two action steps which focus on the instructional focuses for the school that will drive both professional learning and measures student success. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference* – The evaluator and educator meet to discuss the educator's proposed goal and action steps, professional learning actions, and parent feedback focus in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the

evaluator collects evidence about the educator's practice to support the review. The evaluator may request revisions to the proposed goals and objectives, professional learning actions, and parent feedback focus if they do not meet approval criteria.

MID-YEAR CHECK-IN:
Timeframe: January and February

1. *Reflection and Preparation* – The educator and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference* – The evaluator and educator complete at least one mid-year check-in conference during which they review evidence related to the progress towards SLO, the professional learning actions, and the parent engagement focus. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment).They also discuss actions that the educator can take and supports the evaluator can provide to promote educator growth in his/her professional learning actions.

END-OF-YEAR SUMMATIVE REVIEW:
Timeframe: May and June; must be completed by June 30

1. *Educator Self-Assessment* – The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Educator Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

End-of-Year Conference – The evaluator and the educator meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30

*The district superintendent shall report the status of educator evaluations to the local or regional board of education on or before June 1, each year.   Not later than **June 30**, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of educator evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of educators who have not been evaluated and other requirements as determined by the CSDE.*

Support and Development
Evaluation alone cannot hope to improve educator practice and student learning. However, when paired with effective, relevant and timely professional learning and support, the evaluation process has the potential to help move educators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The Region 15 vision for professional learning is that all educators engage in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students.

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

Focused and Intensive Assistance Plans

If a educator's performance is rated as developing or below standard, it signals the need for focused support and development. A plan should be developed in consultation with the educator and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Focused and Intensive Assistance plans must:

1. identify resources, support and other strategies to address documented deficiencies;

2. indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and

Career Development and Growth

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

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

Evaluator Training and Auditing

All evaluators are required to complete extensive training on the SEED evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations, professional learning opportunities tied to evaluation feedback and improved educator and student performance.

Region 15 evaluators must participate in CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:
- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014;*
- Establish a common language that promotes professionalism and a culture of learning through the lens of the *CCT Rubric for Effective Teaching 2014;*
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:
- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

Completion of the multi-day training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process.

In addition, evaluators in Region 15 participate in district sponsored professional learning experiences to calibrate performance expectations and support development of effective written feedback.

The state conducts an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom educator rated *exemplary* and at least one educator rated *below standard* per district selected." [Connecticut Guidelines for Educator Evaluation 2.8(3)]

Guidelines for Evaluation of Educators on Leave

Educators employed 90 days or more in a given school year are required to participate in a complete goal setting process. Evaluation conferences and data reporting timelines may be modified through mutual agreement of the evaluator and educator.

Observations of educators who are employed for less than a full school year MAY be modified at the discretion of the evaluator in adherence with the following guidelines:

- Tenured educators at the Professional or Exemplary level and Year 3 and 4 non-tenured educators who receive a rating of Professional or Exemplary who experience an extended leave may be placed on the tenured educators observation cycle.

- Non-tenured educators in Year 1 or 2, Year 3 and 4 educators who receive a rating of Developing or Below, and tenured educators who receive a rating of Developing or Below who experience an extended leave may reduce the number of required observations to 2 informal observations including a post-conference and 1 observation of planning or practice.

Educators employed less than 90 days in a given year MAY be exempt from the goal setting process if insufficient time exists to demonstrate student performance growth. Such a determination will be made by the evaluator. A minimum of one formal observation must occur.

Observation Guidelines for Educators employed less than a full school year

Employed 90 days or more (allowable modifications)	
Non-Tenured Novice Educator (Year 1 or 2) Year 3 or 4 with rating of Developing or Below Tenured educator with rating of Developing or Below	2 Informal in-class observations with a post-conference 1 Observation of Planning or Practice
Non-Tenured Educator Year 3 or 4 with rating of Professional or Exemplary Tenured educator with rating of Professional or Exemplary	1 Informal in-class observation with written feedback from administrator and teacher *(post-conference is not required, but may be requested by educator or evaluator to review feedback)* 1 Observation of Planning or Practice

Educator Practice Related Indicators

The Educator Practice Related Indicators evaluate the educator's knowledge of a complex set of skills and competencies and how these are applied in a educator's practice. Two components comprise this category:

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

These two components are described in detail below:

Component #1: Educator Performance and Practice (40%)

The Educator Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide educators with specific feedback to identify strong practice, to identify educator development needs and to tailor support to meet those needs.

Educator Practice Framework: CCT Rubric for Effective Teaching 2014
The CCT Rubric for Effective Teaching 2014 (Appendix A) represents the most important skills and knowledge that educators need to successfully educate each and every one of their students. The Rubric was developed through the collaborative efforts of the CSDE and representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), pilot districts and the statewide educators' unions. It was revised in the Spring of 2014.

The *CCT Rubric for Effective Teaching 2014* is aligned with the CCT and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty per cent of a educator's final annual summative rating is based on his/ her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

DOMAIN 1:
Classroom Environment, Student Engagement and Commitment to Learning[3]

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

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

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

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

DOMAIN 2:
Planning for Active Learning

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

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

2b. Planning instruction to cognitively engage students in the content; and

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

DOMAIN 3:
Instruction for Active Learning

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

3a. Implementing instructional content for learning;

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

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

DOMAIN 4:
Professional Responsibilities and Teacher Leadership

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

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

4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and

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

Domain 5 Assessment is embedded throughout the four domains.

Observation Process

The primary purpose of the Observation Process is to promote ongoing learning for professionals resulting in ongoing learning for students. Observations in and of themselves are not useful to educators – it is the feedback, based on observations, that helps educators to reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most educators are eager for more observations and feedback that they can then incorporate into their practice throughout the year. Administrators will focus observations on the instructional goals aligned to the school Theories of Action and in coherence with professional learning opportunities.

Teaching is too complex for any single measure of performance to capture it accurately. Therefore, in the Region 15 plan there are multiple opportunities for observation each year as described below (note, these are minimal requirements):

Educator Observation Minimal Requirements

1st and 2nd Year Novice Educator	3 Informal in-class observations with a post-conference *(a pre-conference is required for at least one of the informal observations)* 1 Observation of Planning or Practice
Tenured or non-tenured Educators at the Developing or Below Standard Level	1 Formal in-class observation with a pre and post-conference 2 Informal in-class observations with a post-conference 1 Observation of Planning or Practice
3rd and 4th Year Educator Tenured Educators at the Professional or Exemplary Level	2 Informal in-class observations with written feedback from administrator *(post-conference is not required, but may be requested by educator or evaluator to review feedback)* 1 Observation of Planning or Practice

● Educators who earn a summative rating of Developing in two consecutive years (tenured or non-tenured), may be placed on a Focused and Intensive Assistance Plan.

● Educators (tenured or non-tenured) who earn a rating of Below Standard in any year will be placed on a Focused and Intensive Assistance Plan.

● Non-tenured teachers who earn a summative rating of Developing or Below Standard may also be non-renewed.

Current Educators will begin in the category they were in at the end of the previous school year.   Educators new to Region 15 will begin in the category equivalent to the category determined by their former district. Individuals new to the profession will begin in the First and Second year Novice category.

Definitions of Observations

Each educator should be observed annually through both formal and informal observations and observations of practice as defined below. Administrators will collaborate on all types of observations. This may include building level and content based administrators sharing observations in order to provide a more comprehensive lens to provide feedback on the school-wide instructional focus areas.

Formal In-class Observations: These shall include a pre and post conference between the evaluator and the educator, with oral and written feedback.

- In the pre-observation conference, the educator and evaluator will review the standards to be addressed, background about the learners, the objectives and structure of the lesson. The educator will also describe assessment and instructional strategies to be implemented during the lesson.

- During the observation the evaluator will collect evidence to be used as the basis for the post-observation conference. The evaluator will analyze the evidence prior to the conference and plan for the discussion.   The educator will reflect upon the lesson prior to the conference.

- At the post-observation conference the educator and evaluator will discuss the lesson in detail. The educator and the evaluator will share conclusions about the lesson, and discuss areas for growth. The educator shall receive concise written feedback within 5 days of the post observation conference. The duration of the observation shall be a whole period and/or lesson.

Informal Observations: These observations may be either announced or unannounced. The duration of the observation shall be a minimum of 15 minutes in length. A pre-conference is optional but may be requested by the educator or administrator and must occur within two school days prior to the observation. Upon completion of the informal observation, the administrator will provide feedback through the online form. The feedback should focus on the instructional focus associated with the school's Theories of Action. This feedback form should be submitted by the administrator in a timely fashion with the recommendation of 5 school days of the observation. Educators may provide a written reflection on the feedback by completing the online form in a timely fashion with the recommendation of 5 school days of receiving the administrator's feedback. Integral to the informal observation, administrators may pose questions that promote reflective thought and continued growth. As a result, an administrator may request that the teacher provide a written reflection, but must notify the teacher of an appropriate timeline for completion.

A post-conference is only required for educators in their 1st or 2nd years or educators who have received a rating of Developing of Below Standard. For all other educators, a post-conference of may be requested by the educator or administrator either after the observation or within 2 school days of the educator submitted reflection form.

Observation of Planning or Practice: These observations may be either announced or unannounced. Observations of planning are primarily for classroom teachers. Administrators are given the autonomy to select the most appropriate setting that aligns with the educator's goals and professional learning. Examples of observations of planning include, but are not limited to grade level academic planning meetings, professional learning community unit design, or assessment observations. Examples of Observation of

Practice include, but are not limited to conducting a PPT meeting, facilitating a future ready event, providing professional development to other educators, or facilitating group sessions. Administrators may combine educators in settings where multiple educators are working together on these types of tasks. Administrators will provide written feedback utilizing the online form within 5 school days.

Pre-Conferences and Post-Conferences

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

A good preconference includes:
- The learning objectives in lesson
- Curricular standards alignment
- Differentiation of instruction for particular students (as needed)
- Assessments used before or during instruction
- Resources and materials incorporated in lesson.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching 2014 and for generating action steps that will lead to the educator's improvement. A good post-conference:

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

Classroom observations provide the most evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching 2014, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Feedback

The goal of feedback is to help educators grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence on observed domains or indicators of the CCT Rubric for Effective Teaching 2014;

- prioritized commendations and recommendations for development actions;

- next steps and supports to increase growth/improvement in educator practice; and a time frame for follow up.

In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that, when appropriate, observations be unannounced.

Administrators have the right and responsibility to observe any and all instruction at any time.

Educator Performance and Practice Scoring

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

Evaluators are not required to provide an overall rating for each observation, but they should be able to provide specific feedback associated to the instructional focus and evidence for how this is connected to the CCT domains and indicators that were observed.

Summative Observation of Educator Growth in Performance and Practice

Primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during the End-of-Year Conference. Evaluators also must look for educator growth over time. Each domain of the CCT Rubric for Effective Teaching 2014 carries equal weight in the final rating. The final educator performance and practice rating will be calculated by the evaluator as defined below:

By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the four CCT domains.

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine domain ratings for each of the four domains.

2. Evaluator averages domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0.

Some questions to consider while analyzing the evidence include:

- Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the educator's performance in this area?

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

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

Once a rating has been determined, it is then translated to a 1-4 score.

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Below Standard = 1
Developing = 2
Professional = 3
Exemplary = 4

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The summative Educator Performance and Practice component rating and the domain ratings will be shared and discussed with educators during the End-of-Year Conference. This process may also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Educator Performance and Practice rating.

Parent Feedback (10%)
Feedback from parents will be used to help determine the remaining 10% of the Educator Practice Indictors category.

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

1. the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. administrators and educators determine several school-level parent goals based on the survey feedback;
3. the educator and evaluator identify one related parent engagement focus and set improvement targets;
4. evaluator and educator measure progress on growth targets; and
5. evaluator determines a educator's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey
Parent surveys should be conducted at the whole-school level as opposed to the educator-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and anonymous; and survey responses should not be tied to parents' names. Parent surveys should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of instrument is consistent among those using it and is consistent over time). The parent survey should be administered every spring and trends analyzed from year to year.

Determining School-Level Parent Goals
Evaluators and educators should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and educators (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets
After the school-level goals have been set, educators will determine through consultation and mutual agreement with their evaluators one related parent focus they would like to pursue as part of their

evaluation. Possible focus areas include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc. See the sample state model survey for additional questions that can be used to inspire focus areas.

The work to be done should be included as an Action step in the educator's Theories of Action language format. For instance, if the focus is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or *developing* a new website for their class. Part of the evaluator's job is to ensure (1) the focus is related to the overall school improvement parent Theories of Action, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Educators and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways educators can measure and demonstrate progress on their growth targets. Educators can:

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or

2. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, educators can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a educator successfully implements his/her parent focus area and attain improvement targets. This is accomplished through a review of evidence provided by the educator and application of the following scale:

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

Student Outcomes Related Indicators

The Student Outcomes Related Indicators capture a educator's impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills, and talents they are responsible for nurturing in their students each year. As part of the evaluation process, educators document their goals of student learning and anchor them in data.

Two components comprise this category:
- Student Growth and Development, which counts for 45%; and
- Either Whole-School Student Learning or Student Feedback or a combination of the two, which counts for 5% of the total evaluation rating

These components are described in detail below.

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

The Region 15 Educator Evaluation and Professional Growth Plan seeks to support growth in both student performance and the educators' professional skills. This is achieved in part by taking advantage of the natural synergy that exists between improving student performance and continually advancing professional practice. The Region 15 goal setting process requires that educators attend to both of these as goals are developed and implemented.

Goals are comprised of Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs). In addition, action steps developed for each goal address what will be done to support improved student performance and describe the activities in which educators will engage to continually advance professional practice. Goals are developed through mutual agreement between a educator and his or her primary evaluator. Educators report on performance toward goals at a mid-year conference and again at the end of the year. These reports include evidence of student performance data, sharing of professional growth actions, and educator reflection.

Each educator's students, individually and as a group, are different from other educators' students, even in the same grade level or subject at the same school. For student growth and development to be measured for educator evaluation and support purposes, it is imperative to use a method that takes each educator's assignment, students and context into account.

Through careful review of data from a variety of sources, educators will identify the focus for the goal and create Student Learning Objectives. These SLOs are carefully planned, long-term goals intended to improve student learning. The goal should also reflect high expectations for learning or improvement and aim for mastery of content or skill development for students. The goal is measured by Indicators of Academic Growth and Development which include the specific targets for student mastery. Research has found that educators who set high-quality goals often realize greater improvement in student performance. Further, the goal provides a focus for professional learning in which the educator will engage to support his or her professional practice which in turn will support student attainment of the goal. This is the natural synergy that exists between student learning and educator practice.

An Update from CSDE
On April 5, 2017, the SBOE adopted the PEAC recommendation that "*statewide mastery test data* may not be included as one of the many standardized measures schools and districts use to calculate the final summative rating."

Goal Setting Requirements
The Student Growth and Development Goal consists of a Student Learning Objective and two Indicators of Academic Growth and Development supported by professional learning actions. These indicators should be action steps that reflect the school's Theories of Action.

Developing goals, both individual and collaborative, should reflect a thoughtful process that is meaningful for educators. The purpose is to craft goals that serve as a reference point throughout the year as educators document their students' progress toward achieving IAGD targets. While this process should feel generally familiar, the Region 15 evaluation plan will ask educators to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade

level or teaching the same subject. The final determination of individual and collaborative goals, as well as defining IAGDs and the process for assessing student growth, will be made through mutual agreement between the educator and his/her evaluator at the beginning of the year (or mid-year for semester courses).

The purpose of the goal is for educators to identify and meet the needs of their individual students by identifying specific student learning needs, engaging in activities to advance educator learning in order to support student learning, devising and implementing a plan to improve student performance, monitoring student progress, and providing evidence that describes how changes in teaching practice have contributed to student growth.

Identify the Focus of the Goal (the SLO):
 In order to focus the goal on student learning needs and professional learning that will advance educator practice to support student learning, educators will develop the Student Learning Objective through consideration of the following:
- The focus of school, department, or district goals
- Data/evidence to identify the needs of their learners
- Area(s) of the CCT rubric or specific teaching and learning strategies which if further developed would support the needs of their learners
- Feedback from previous evaluations on areas of professional practice in need of development

In some instances educator professional learning actions will be actions in which all members of the collaborative team engage, in other instances, individual educators may include actions which are specific to him or her.

Year one and two educators are encouraged to work with their mentors and administrators to align their TEAM goals with their individual goals.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	If educators differentiate instruction based on academic achievement, students of all levels will produce effective and well-grounded writing for a range of purposes and audiences.
11th Grade Algebra II	If educators use formative assessment data to plan lessons, students will be able to use a variety of methods to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
1st and 2nd Grade Tier 3 Reading	If educators collaborate in planning, students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

<u>Establish the Individual Goal Targets (IAGD):</u>

Once the goal focus has been identified, the Student Learning Objective, educators gather additional data to better understand the instructional needs of the students. Based on this evidence, educators will establish two specific performance targets or Indicators of Academic Growth and Development for their students. More than one IAGD may be developed for an SLO. This should be based on the needs of students ensuring that rigorous, yet attainable learning targets are established that are appropriate for all students. While the SLO may be the same for all members of the collaborative team, the IAGD should reflect the needs of the students within each educator's classroom. Therefore, educators will share SLOs but may have different performance targets (IAGDs).

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. *What evidence/measure of progress will be examined;*
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the examination of student data that educators will determine what level of performance to target for which population(s) of students.

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

In addition, during the goal-setting process, educators should anticipate how engagement in their professional learning will advance student learning. Using self-reflection and feedback received from previous conversations with evaluators, educators will articulate the professional learning in which they plan to engage individually or collaboratively to support the advancement of student learning. This work should be aligned with domains or indicators within the CCT rubric.

<u>Work to Accomplish the Goal:</u>
Educators will engage in individual and collaborative professional learning to identify specific classroom or teaching actions they will take to support improved student performance. Educators will also describe additional professional learning experiences in which they will engage to accomplish the goal. Many of these experiences will be shared experiences among the members of the collaborative team. However, some personalization of the professional learning actions may be necessary to reflect the needs of individual educators. Professional learning experiences and specific classroom or teaching actions become the specific steps in an implementation plan designed to support attainment of the goal.

Assess the Goal:

As a critical aspect of this process, educators will use evidence of student learning to measure the performance of their learners. Educators can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.   In addition, educators will be asked to reflect on how the results were obtained and which actions contributed to the student success.

In addition, educators will be asked to reflect on their own learning including a) whether their professional learning was effectively applied to the meet the needs of their students; b) the ways in which their own practices changed to support student learning; and, c) how changes in educator practice ultimately had an impact upon student performance.

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

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

The evaluator will score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Region 15 has elected to use a combination of options 1 & 2 as outlined below.

Option 1: Whole-School Student Learning Indicator
A educator's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI*) and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

*A School Performance Index (SPI) is calculated by averaging all of a given school's valid and non-excluded Student IPIs.**

** A Student Individual Performance Index (Student IPI) is calculated by averaging all of a given student's valid and non-excluded Subject IPIs and multiplying by 100 (e.g., [(0.67 + 1.00 + 1.00)/3] x 100=89). Note that a student's IPI may be the average of one, two, three or four tests, depending upon which tests are valid and not excluded.

For more detailed information on Performance Indices visit the Connecticut State Department of Education Web site. http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334584

> NOTE: All certified staff, regardless of grade-level and/or subject area contribute to the whole school indicator. Collaboration among faculty is essential to achieving maximum student growth.

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

Option 2: Student Feedback
Region 15 educators may elect to use feedback from students, collected through whole-school or educator-level surveys, to comprise this component of a educator's evaluation rating.

Eligible Educators and Alternative Measures
Student surveys will not be applicable and appropriate for all educators. Here are important guidelines to consider:
- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.

*** Age appropriate instrument needs to be adapted/developed by Region 15 for students in grades K-3.***
> ***Survey chosen by building personnel consensus. See Establishing Goals Based on Survey Results below***
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a educator if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

When student surveys are not appropriate for a particular educator, the full 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option #1.
(Additional guidance and suggestions for developing and using student surveys may be found in the Connecticut SEED document and recommended surveys are available on the Connecticut SEED website.)

Survey   Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and anonymous; survey responses must not be tied to students' names. Student surveys should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

If a secondary school educator has multiple class periods, students should be surveyed in all classes. If an elementary school educator has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey

If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a educator's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the educator's summative rating and provide valuable feedback that will help educators achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, educators will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then educators should use the previous spring survey to set growth targets.

Establishing Goals

Educators and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a educator must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My educator makes lessons interesting"). However, some survey instruments group questions into components or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a component rather than an individual question.

Additionally, a educator (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that educators measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable /answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly

Agree," performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question. Next, a educator must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Educators are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that educators set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a educator may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a educator's fall survey shows that boys give much lower scores than girls in response to the survey question "My educator cares about me," the educator might set a growth goal for how the educator's male students respond to that question.

See the example surveys on the SEED website for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a educator makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For educators with high ratings already, summative ratings should reflect the degree to which ratings remain high. This is accomplished in the following steps, undertaken by the educator being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).

2. Set one measurable goal for growth or performance (see above).

3. Discuss parameters for exceeding or partially meeting goals.

4. Later in the school year, administer surveys to students.

5. Aggregate data and determine whether the goal was achieved.

6. Assign a summative rating, using the following scale to be discussed and finalized during the End-of-Year Conference.

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

SUMMATIVE EDUCATOR EVALUATION SCORING
The individual summative educator evaluation rating will be based on the four components grouped in two major focus categories: Student Outcomes Related Indicators and Educator Practice Related Indicators.

Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Professional – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:
1. Calculate a Educator Practice Related Indicators score by combining the observation of educator performance and practice score (40%) and the parent feedback score (10%)
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).
3. Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:
1. Calculate a Educator Practice Related Indicators rating by combining the observation of educator performance and practice score and the parent feedback score.

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

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Educator Practice Related Indicators Points			**142**

Rating Tables

Educator Practice Related Indicators Points	Educator Practice Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	**Professional**
175-200	Exemplary

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
Total Student Outcomes Related Indicators Points			172.5 -----**173**

Rating Tables

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

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

		Educator Practice Related Indicators Rating			
		4	**3**	**2**	**1**
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Professional	*Gather further information*
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating
Summative ratings must be provided for all educators by June 30 of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available.

Definition of an Effective Educator:
An effective Region 15 educator consistently demonstrates performance commensurate with the expectations for a summative rating of "professional" within each of the CT Common Core of Teaching domains as defined below:

Domain 1 - Promotes student engagement, independence and inter-dependence in learning and facilitates a positive learning community.
Domain 2 - Plans instruction in order to engage students in rigorous and relevant learning.
Domain 3 - Implements instruction in order to engage students in rigorous and relevant learning.
Domain 4 - Maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Further, an effective educator demonstrates the ability to support student growth as measured by the SLOs and to engage in the work of the school as measured by the Parent Engagement goal and the Whole School Student Learning goal. Such performance is defined by a summative rating of "professional" or "exemplary."

A tenured educator whose summative rating does not meet the "professional" level of performance in any of the following may be identified in need of assistance:

- CT Common Core of Teaching domains
- Educator Practice Related Indicator (Observation of Educator Performance and Practice plus Parent Feedback)
- Student Outcomes Related Indicator (Student Growth and Development/SLO plus Whole School Measure of Student Learning)
- overall summative rating on the Summative Rating Matrix

If the educator is identified in need of assistance then a Focused or Intensive Assistance Plan will be developed.

A tenured educator shall generally be deemed ineffective if said educator receives two or more sequential summative evaluation ratings on the Summative Rating Matrix of "developing" or one "below standard" rating at any time. An educator deemed ineffective may be dismissed.

Educators new to the profession may require time and support to develop skills commensurate with the expectations above. In years one and two, a novice educator may be permitted summative ratings below "professional" on either or both the CT Common Core of Teaching Domains and the overall summative rating, provided a pattern of sufficient growth is observed. By year four, the novice educator must consistently demonstrate summative performance commensurate with the expectations for a rating of "professional" within each of the CT Common Core of Teaching domains as defined above and receive two or more sequential "professional" ratings on the Summative Rating Matrix in year three and four.

An educator who has received tenure in another CT district should demonstrate performance commensurate with a rating of "professional" within each of the CT Common Core of Teaching domains and on the Summative Rating Matrix in year two.

Dispute-Resolution Process
A panel composed of the superintendent or designee, educator union president and a neutral third person shall resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating. The Connecticut SEED plan also allows districts to choose alternatives such as a district panel of equal management and union members, the district Professional Development Committee, or a pre-approved expert from a Regional Educational Service Center (RESC) so long as the superintendent and educator union president agree to such alternative at the start of the school year. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.

Focused and Intensive Assistance Plans
Our evaluation and professional growth plan is designed to improve teaching practice and student learning. This process is most effective when it provides relevant and timely support, assisting educators to continually move along the path to exemplary teaching practices.

Every educator in Region 15 will have a professional growth plan that is co-created with mutual understanding and agreement with educator and evaluator. The opportunities and provisions identified by the plan will be based on mutually identified strengths and needs.

If an educator's performance is rated as developing or below standard in either the educator practice and/or student outcomes categories of the Region 15 Educator Evaluation and Professional Development Plan, it signals the need for an assistance plan. There are 2 types of assistance that may be provided, Focused Assistance or Intensive Assistance. Either plan should be collaboratively developed by the educator and evaluator(s), in consultation with representation from his/her exclusive bargaining unit.

1. Focused Assistance: An educator would receive focused assistance when an area of concern is identified by his/her supervisor/evaluator during the prior school year. It is designed to provide a short-term process focused on the area(s) of concern. A second evaluator may be involved if appropriate. This plan is appropriate for tenured educators previously rated as professional or exemplary.

2. Intensive Assistance: An educator will receive intensive assistance when he/she earns a summative rating of Below Standard in one year or Developing for a second consecutive year. The Intensive Assistance Plan is designed to assist an educator who is having difficulty consistently demonstrating the professional competence expected of a Region 15 educator. Educators who have completed a year in an Intensive Assistance Plan, but have not attained a summative rating of Professional or better, may be recommended for non-renewal.

The Focused Assistance or Intensive Assistance Plan must be documented in writing and include:
1. specific areas that need to be improved and/or remediated explicitly indicated
2. clearly identified resources and actions to address the specific areas that need to be improved and/or remediated
3. a timeline for additional observations and feedback
4. a definition of success which includes the attainment of a summative rating of Professional or better, at the conclusion of the improvement and remediation plan

Notification to Educator - Focused Assistance or Intensive Assistance Plan

Date:

To: R-15 Educator

From: XXX , Principal

Re: Focused Assistance or Intensive Assistance Plan

In accordance with the Region 15 Educator Evaluation and Professional Development Plan, you are hereby notified that as of XXX, XXX we are placing you on a (Focused or Intensive Assistance) Plan. This action is based on previous assessments of your performance which have resulted in concerns you are not consistently meeting the standards as described in the Region 15 Educator Evaluation and Professional Development Plan. A (Focused or Intensive Assistance) Plan will be developed in order to guide your professional growth and performance. As part of this plan, you and your evaluator, in consultation with a representative from your exclusive bargaining unit, will collaboratively identify recommendations and actions to support improved performance. This plan must also include a timeline for additional observations and feedback to assess improvement.

Dispute-Resolution Process

A panel shall resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. This panel shall be composed of the Superintendent, the PEA President and a mutually agreed upon third person selected from the Region 15 Educator Evaluation and Professional Development Committee. Resolutions must be topic-specific and timely. For the purpose of the Dispute-Resolution Process, "timely" is defined by the grievance process schedule as outlined in the PEA contract. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Definition of an Effective Educator:

An effective Region 15 educator consistently demonstrates performance commensurate with the expectations for a summative rating of "professional" within each of the CT Common Core of Teaching domains as defined below:

> **Domain 1** - Promotes student engagement, independence and inter-dependence in learning and facilitates a positive learning community.
> **Domain 2** - Plans instruction in order to engage students in rigorous and relevant learning.
> **Domain 3** - Implements instruction in order to engage students in rigorous and relevant learning.
> **Domain 4** - Maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Further, an effective educator demonstrates the ability to support student growth as measured by the SLOs and to engage in the work of the school as measured by the Parent Engagement goal and the Whole School Student Learning goal. Such performance is defined by a summative rating of "professional" or "exemplary."

A tenured educator whose summative rating does not meet the "professional" level of performance in any of the following may be identified in need of assistance:

- CT Common Core of Teaching domains
- Educator Practice Related Indicator (Observation of Educator Performance and Practice plus Parent Feedback)
- Student Outcomes Related Indicator (Student Growth and Development/SLO plus Whole School Measure of Student Learning)
- overall summative rating on the Summative Rating Matrix

If the educator is identified in need of assistance then a Focused or Intensive Assistance Plan will be developed.

A tenured educator shall generally be deemed ineffective if said educator receives two or more sequential summative evaluation ratings on the Summative Rating Matrix of "developing" or one "below standard" rating at any time. An educator deemed ineffective may be dismissed.

Educators new to the profession may require time and support to develop skills commensurate with the expectations above. In years one and two, a novice educator may be permitted summative ratings below "professional" on either or both the CT Common Core of Teaching Domains and the overall summative rating, provided a pattern of sufficient growth is observed. By year four, the novice educator must consistently demonstrate summative performance commensurate with the expectations for a rating of "professional" within each of the CT Common Core of Teaching domains as defined above and receive two or more sequential "professional" ratings on the Summative Rating Matrix in year three and four.

An educator who has received tenure in another CT district should demonstrate performance commensurate with a rating of "professional" within each of the CT Common Core of Teaching domains and on the Summative Rating Matrix in year two.

Core Requirements for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Educators
1. Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.

2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of educator evaluation in the following ways:

    a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:

        i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
        ii. The educator and evaluator will determine if the indicator will apply to the individual educator, a team of educators, a grade level or the whole school.
        iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
        iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

    b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

    c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Currently available on the http://www.connecticutseed.org website are white papers developed by various discipline-specific workgroups and an adapted version of the *CCT Rubric for Effective Teaching* for use with some SESS educators. Specifically, this adapted rubric was identified for use with (*see Appendix B*):

- ***School Psychologists;***
- **Speech and Language Pathologists;**
- **Comprehensive School Counselors ; and**
- **School Social Workers.**

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

A Rubric for the Observation of Teacher Performance and Practice to Help Identify the Foundational Skills and Competency Standards That Will Prepare Connecticut Students to Succeed in College, Career and Life.

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

September 2017

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Introduction

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

Validation Process

The *CCT Rubric for Effective Teaching 2014* has been in use in over 100 school districts or Local Educational Agencies (LEAs) since its release in 2014. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from teachers and administrators using the rubric and to facilitate data collection activities during the 2015-16 academic year. These activities included:

- Fairness Review – Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to teachers of all grade levels, content areas, and teaching assignments.
- Focus Panels – Educator who were assessed using the *CCT Rubric 2014* and administrators who conducted observations using the *CCT Rubric 2014* participated in on-line focus groups to provide feedback about the language and behavioral progressions of each attribute described in the rubric.
- Surveys – Teachers and administrators in districts using the *CCT Rubric 2014* participated in an electronic survey to quantitatively and qualitatively evaluate the *CCT Rubric 2014* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2013-14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CCT Rubric 2014*. The *CCT Rubric for Effective Teaching 2017* is the result of this validation process.

Evidence Guides

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2017* focus on the skills that can be directly observed either in the classroom or through reviews of practice. To provide more guidance as to how the rubric continuum might look in practice, the CSDE, in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers, and building leaders throughout the summer of 2014 to develop grade-level and content-specific samples of observable student and teacher/service provider behaviors that might be seen or heard during an observation. The *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors, observers and administrators. The *CT Evidence Guides* ARE NOT intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric.

The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides can offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to their respective content area and/or grade level.

Training and Proficiency

Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching 2017* can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. The *CCT Rubric for Effective Teaching 2017* should never be used without the grounding provided by experience and training. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts, as well as decision rules to guide their ratings. The *CCT Rubric for Effective Teaching 2017* is not a checklist with predetermined points. Rather, it is a tool that is combined with training to ensure consistency and reliability of the collection of evidence and the evaluative decisions. The *CCT Rubric for Effective Teaching 2017* represents the criteria by which evaluators will be trained to describe the level of performance observed.

Introduction

Calibration

To ensure consistent and fair evaluations across different observers, settings and teachers, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Teaching 2017* and ensure that the observers can accurately measure educator practice against the indicators within the classroom observation tool.

Observation Process

The *CCT Rubric for Effective Teaching 2017* will be used by trained and proficient evaluators to observe a teacher. Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write up, etc.) or both, within days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol is provided in the Connecticut Guidelines for Educator Evaluation or in the System for Educator Evaluation and Development (SEED) state model http://www.connecticutseed.org

Evidence can be gathered from **formal in-class observations, informal classroom observations or non-classroom observations/review of practice.** Although the Guidelines for Educator Evaluation do not specifically define these types of observations and districts may define them as part of their district evaluation and support plans, the state model, SEED, provides the following definitions:

Formal In-Class Observations: last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class Observations: last at least 10 minutes and are followed by written and/or verbal feedback.

Non-classroom Observations/Reviews of Practice: include but are not limited to observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

The following protocol may be used for conducting a formal in-class observation that requires a pre- and post-conference:

A. Pre-Conference: Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.

B. Observation: Observers will collect evidence mostly for Domains 1 and 3 during the in-class observation.

C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

D. Analysis: The evaluator analyzes the evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2017.*

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Teaching 2017,* the evaluator will tag evidence to the appropriate indicator within the domains and provide feedback to the teacher. While it is not a requirement for any single observation, evaluators may rate the indicators.

Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Teaching 2017

The Common Core of Teaching (CCT) Rubric for Effective Teaching 2017 is completely aligned with the CCT professional standards. The *CCT Rubric for Effective Teaching 2017* will be used to evaluate a teacher's performance and practice, which accounts for 40 percent of a teacher's annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and the state model, Connecticut's System for Educator Evaluation and Development (SEED).

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

CT Common Core of Teaching Standards		CCT Rubric for Effective Teaching 2014		Generally Observed
Domain 1	Content and Essential Skills which includes *The Connecticut Core Standards*[1] and Connecticut Content Standards		*Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.*	
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	In-Class Observations
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	Non-classroom observations/ reviews of practice
Domain 4	Instruction for Active Learning	Domain 3	Instruction for Active Learning	In-Class Observations
Domain 5	Assessment for Learning		*Now integrated throughout the other domains*	
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Teacher Leadership	Non-classroom observations/ reviews of practice

1 Underlined text throughout the document reflects Connecticut Core Standards.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through **In-Class Observations**	Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**
▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions.	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
▶ Domain 3: Instruction for Active Learning	▶ Domain 4: Professional Responsibilities and Teacher Leadership
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction.	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:* 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

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

Teachers *promote student engagement, independence and interdependence* in learning and facilitate a positive learning community by:
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs[2] of all students.

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

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

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

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

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

Teachers **promote student engagement, independence and interdependence** in learning and facilitate a positive learning community by:
INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

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

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

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

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

Teachers **promote student engagement, independence and interdependence** in learning and facilitate a positive learning community by:
INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.[7]

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Routines and transitions appropriate to needs of students	Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

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

Domain 2: Planning for Active Learning

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

INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge[8] for all students.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
	Content of lesson plan[9] is aligned with standards	Plans content that is misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.[10]	Plans content that partially addresses Connecticut Core Standards and/or other appropriate content standards.	Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an appropriate level of challenge.	Plans lessons that are logically sequenced and support an appropriate level of challenge.	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/ learning in other contexts.
	Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Designs opportunities to allow students to identify their own learning needs based on their own individual data.
	Literacy strategies[11]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning.

Underlined text reflects Connecticut Core Standards connections.

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

9. *Lesson plan:* a purposeful planned learning experience.

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

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

Domain 2: Planning for Active Learning

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	**Strategies, tasks and questions cognitively engage students**	Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement[12] through problem-solving, critical or creative thinking, discourse[13] or inquiry-based learning[14] and application to other situations.	Selects or designs instructional strategies, tasks, and questions that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.	Selects or designs plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
	Instructional resources[15] and flexible groupings[16] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.	Selects or designs resources that support students' application of concepts and/or skills in other contexts.

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 2b: Planning instruction to cognitively engage students in the content.

Underlined text reflects Connecticut Core Standards connections.

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

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

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

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

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

Domain 2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:
INDICATOR 2c: Selecting appropriate assessment strategies[17] to monitor student progress.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress

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

Domain 3: Instruction for Active Learning

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
ATTRIBUTES	**Instructional purpose**	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
	Content accuracy	Presents content with significant error(s) OR uses imprecise/ inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
	Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
	Literacy strategies[19]	Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.	Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.	Provides opportunities for students to independently select and apply literacy strategies.

The table's overall directive: Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:
INDICATOR 3a: Implementing instructional content[18] for learning.

Underlined text reflects Connecticut Core Standards connections.

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

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

Domain 3: Instruction for Active Learning

*Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:*
INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
A T T R I B U T E S	**Strategies, tasks and questions**	Includes tasks that do not lead students to construct new and meaningful learning and <u>that focus primarily on low cognitive demand or recall of information</u>.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <u>low cognitive demand and/or recall of information</u> with limited opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry</u>.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry</u>.	Includes opportunities for students to <u>generate their own questions and problem-solving strategies, and synthesize and communicate information</u>.
	Instructional resources[20] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	<u>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning</u>.
	Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

<u>Underlined text</u> reflects Connecticut Core Standards connections.

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

Domain 3: Instruction for Active Learning

*Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:*
INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Criteria for student success	Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback[21] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment[22]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

21. *Feedback:* Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

22. *Instructional adjustment:* Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Domain 4: Professional Responsibilities and Teacher Leadership

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	**Teacher self-evaluation and reflection and impact on student learning**	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
	Professional learning[23]	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership by:**
INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.

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23. *Connecticut's Definition of Professional Learning:* High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by *developing and demonstrating professionalism, collaboration and leadership* by: INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.				
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of* **Proficient,** *plus one or more of the following:*
ATTRIBUTES	Collaboration with colleagues[24]	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
	Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*[25]	Exhibits practices that demonstrate the need for increased awareness of the *Connecticut Code of Professional Responsibility for Teachers.*	Consistently exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

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

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

Domain 4: Professional Responsibilities and Teacher Leadership

*Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:*
INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	**Positive school climate**	Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
	Culturally responsive[26] communications	Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

26. *Culturally-responsive:* Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017

Adapted for Student and Educator Support Specialists

*A Rubric for the Observation of Performance and Practice to
Help Identify the Foundational Skills and Competency Standards that will
Prepare Connecticut Students to Succeed in College, Career and Life.*

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

September 2017

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Introduction

The Connecticut State Department of Education (CSDE) recognizes the challenges faced by districts in the evaluation of educators who teach in non-tested grades and subjects. A group of these individuals is referred to as student and educator support specialists (SESS). Support specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with support specialists. This rubric was purposefully developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners.

In spring 2015, phase 1 of a validation study of the *CCT Rubric for Effective Service Delivery* began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners.

Validation Process

The *CCT Rubric for Effective Service Delivery 2014* has been in use in many school districts or Local Educational Agencies (LEAs) since its release in 2014. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from teachers and administrators using the rubric and to facilitate data collection activities during the 2015–16 academic year. These activities included:

Fairness Review—Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to service providers of all grade levels, content areas, and assignments.

Surveys—Service providers and administrators in districts using the *CCT Rubric for Effective Service Delivery 2014* participated in an electronic survey to quantitatively and qualitatively evaluate the *CCT Rubric for Effective Service Delivery 2014* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2013–14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CCT Rubric for Effective Service Delivery 2014*. The *CCT Rubric for Effective Service Delivery 2017* is the result of this validation process.

As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2017* is offered as an option for use as part of a district's evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC). Specifically, school psychologists, speech and language pathologists, school social workers and school counselors may find this adapted rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

Training and Proficiency

The *CCT Rubric for Effective Service Delivery 2017* may be used by trained and proficient evaluators to observe a support specialist. Accurate and reliable evaluation of the domains, indicators and attributes can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts as well as a supplemental handbook to guide their ratings.

IMPORTANT! The CCT Rubric for Effective Service Delivery 2017 is not a checklist with predetermined points. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to high quality feedback and inform professional learning opportunities to advance professional practice.

To ensure consistent and fair evaluations across different observers, settings and educators, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching or service delivery will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Service Delivery 2017* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.

Introduction

Observation Process

The *CCT Rubric for Effective Service Delivery 2017* can be used by trained and proficient evaluators to observe SESS practices. Each educator shall be observed, at a minimum, as stated in the Connecticut Guidelines for Educator Evaluation. In order to promote an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via e-mail, comprehensive write-up or both), within days of an observation. Specific, actionable feedback is also used to identify professional learning needs and tailor support to address those needs.

Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal-setting conference for service providers, it will be important to discuss with an evaluator the various learning environments where opportunities for observation can occur. Although the Connecticut Guidelines for Educator Evaluation do not specifically define these types of observations, the state model known as the System for Educator Evaluation and Development (SEED), provides the following definitions:

Formal In-Class/Learning Environment Observations:
At least 30 minutes followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class/Learning Environment Observations:
At least 10 minutes followed by written or verbal feedback.

Non-classroom Observations/Reviews of Practice: Include, but are not limited to, observation of data team meetings or team meetings focused on individual students or groups of students, observations of early intervention team meetings, observations of individual or small group instruction with a student outside the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff or families, and leading schoolwide initiatives directly related to the support specialist's area of expertise.

The following protocol may be used for conducting a formal in-class/learning environment observation that requires a pre- and post-conference:

A. Pre-Conference: Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the service provider in order to understand the context for the work to be observed, including the objectives for the activity; the service to be delivered; how effectiveness of the activity will be assessed before, during and after; what materials and resources will be used.

B. Observation: Evaluators will collect evidence mostly for Domains 1 and 3 during the in-class observation.

C. Post-Conference: The post-observation conference gives the service provider the opportunity to reflect on and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.

D. Analysis: The evaluator analyzes the evidence gathered during the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Service Delivery 2017*.

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2017*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the service provider. Although each attribute within an indicator may not be applicable to the service provider's role or the specific learning environment where the observation is taking place, a trained evaluator should be able to collect evidence for most attributes within each indicator during an academic year.

Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2017

The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017* is completely aligned with the CCT. The *CCT Rubric for Effective Service Delivery 2017* will be used to evaluate a service provider's performance and practice, which accounts for 40 percent of his or her annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and represented within the state model, the System for Educator Evaluation and Development (SEED).

Because service delivery is a complex, integrated activity, the domain indicators from the CCT Foundational Skills (2010) have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of practice. For the purpose of the rubric, the domains have also been renumbered. **The four domains and 12 indicators** (three per domain) identify the essential aspects of a service provider's performance and practice.

CT Common Core of Teaching Standards		CCT Rubric for Effective Service Delivery 2017		Generally Observed
Domain 1	Content and Essential Skills, which includes *The CT Core Standards* and other CT content standards	*Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric*		
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Learning Environment, Engagement and Commitment to Learning	In-class/Learning Environment Observations
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	Non-classroom Observations/ Reviews of Practice
Domain 4	Instruction for Active Learning	Domain 3	Service Delivery	In-class/Learning Environment Observations
Domain 5	Assessment for Learning	*Now integrated throughout the other domains*		
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Leadership	Non-classroom Observations/ Reviews of Practice

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
▶ Domain 1: Learning Environment, Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:	*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Promoting a positive learning environment that is respectful and equitable.	2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.	2b. Developing plans to actively engage learners in service delivery.
1c. Maximizing service delivery by effectively managing routines and transition.	2c. Selecting appropriate assessment strategies to identify and plan learning targets.
▶ Domain 3: Service Delivery	▶ Domain 4: Professional Responsibilities and Leadership
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing service delivery for learning.	4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.
3c. Assessing learning, providing feedback and adjusting service delivery.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.[1]

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
	Respect for learner diversity[2]	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
	Environment supportive of risk-taking[3]	Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.
	High expectations for learning	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

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

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

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

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Communicating and reinforcing appropriate standards of behavior	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.
	Promoting social and emotional competence[4]	Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies[5] and social skills and take responsibility for their actions.

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4. <u>Social competence</u> is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

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

Domain 1: Learning Environment, Engagement and Commitment to Learning

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
		Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: **INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.[6]**			
ATTRIBUTES	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Establishes an environment in which learners independently facilitate routines and transitions.

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

Domain 2: Planning for Active Learning

Service providers design[7] academic, social/behavioral, therapeutic, crisis or consultative plans[8] to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
	Standards alignment	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards [9]	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of data.	Designs plans using limited sources of data[10] to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of learners.	Plans include opportunities for learners to inform the development of future objectives.

7. Depending upon the role of the service provider, the action verb could be design, collaborate, inform, or consult.

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

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

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

Domain 2: Planning for Active Learning

		Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: **INDICATOR 2b: Developing plans to actively engage learners in service delivery.**			
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** All characteristics of **Proficient**, plus one or more of the following:
ATTRIBUTES	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement	Selects or designs plans that provide opportunities for learners to apply or extend learning to new situations.
	Resources[11] and/or flexible groupings[12] and new learning	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

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

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

Domain 2: Planning for Active Learning

	Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:			
	INDICATOR 2c: Selecting appropriate assessment strategies[13] to identify and plan learning targets.			
	BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES				
Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information.	Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.
Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.
Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

13. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
		\multicolumn{4}{	c	}{Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3a: Implementing service delivery[14] for learning.}
ATTRIBUTES	Purpose of service delivery	Does not communicate academic and/or social/ behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for learners to communicate how academic and/or social/ behavioral expectations apply to other situations
	Precision of service delivery	Delivers services with significant error(s) *and* uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) *or* uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning.	Effectively delivers services that extend learners' understanding.
	Progression of service delivery	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.	Delivers services in a logical and purposeful progression that meet the needs of learners.	Provides learners with opportunities that challenge them to take responsibility and extend their own learning.
	Level of challenge	Does not provide an opportunity for challenge.	Provides some challenges that align to learning needs.	Consistently delivers services at a level of challenge that aligns to learners' needs.	Provides opportunities for learners to extend learning beyond expectations.

14. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

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

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

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY — All characteristics of Proficient, plus one or more of the following:
	Strategies, tasks and questions	Uses a limited combination of tasks and questions that do not result in new and meaningful learning.	Uses a limited combination of tasks or questions that result in new and meaningful learning.	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.
	Resources and flexible groupings and new learning	Limited use of available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings to actively engage learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.
	Learner responsibility and independence	Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
		Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: **INDICATOR 3c:** Assessing learning, providing feedback[15] and adjusting service delivery.			
ATTRIBUTES	Criteria for learner success	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measurable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
	Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/ objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievment of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment ot improve their learning.
	Feedback to learner	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery[16]	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.

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

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

Domain 4: Professional Responsibilities and Leadership

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

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

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

17. Connecticut's Definition of Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Leadership

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

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

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
	Collaboration with colleagues[18]	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school climate.
	Professional responsibility and ethics[19]	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Exhibits practices that demonstrate the need for increased awareness of the *Connecticut Code of Professional Responsibility for Teachers.*	Consistently exhibits professional responsibilities and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records/data are incomplete, or confidential information is stored in an unsecured location.	Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	Shares best practices in maintenance of records/data.

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

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

Domain 4: Professional Responsibilities and Leadership

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:
INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

ATTRIBUTES	Positive school climate	Does not comply with efforts to develop and sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Stakeholder[20] engagement	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.
	Culturally responsive communica-tions[21] with stakeholders	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

20. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

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

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