# Newtown Public Schools
# Evaluation and Support Plan
# 2018-2019



# TEACHER

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Revised NPS Plan and Revised NPS Rubric for Effective Teaching
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## INTRODUCTION

Growth and learning for all is of paramount importance to The Newtown Public Schools. This plan represents the balance of high expectations and high level of support to reach those expectations.

Though a long-term, collaborative effort that included all stakeholders, an instrument was created that reflected our commitment to clearly defined expectations; an emphasis on reflection, feedback, and discussion; input in the evaluation process from students, parents, and peers; and a focus on improving student learning.

## PROFESSIONAL GROWTH PLAN BELIEFS

### Student Learning

We believe that all students will excel in a rigorous environment with targeted outcome that reflect the unique needs of every learner.

We believe that education is a shared responsibility that requires persistence and effort of students, teachers, parents, and community.

### Teaching

We believe that teachers have a responsibility to challenge students to take appropriate learning risks, to inspire students to take ownership of their learning, and to provide a variety of opportunities to support student learning both within and beyond the classroom.

We believe that continuous improvement requires critical reflection, peer collaboration, investment in student growth, and the courage to change.

### Professional Growth Plan

We believe that the Professional Growth Plan should meet the needs of all teachers and supervisors through clear indicators of effective professional practice, multiple measures of teaching and learning, shared accountability for student performance, and meaningful discourse among practitioners.

We believe that the systemic implementation of the Professional Growth Plan inspires and supports continuous improvement, provides opportunities for professional growth and leadership, and promotes excellence in teaching and learning

## OVERVIEW

All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Learning.

1. **Teacher Practice:** An evaluation of the core instructional practice and skills that positively affect student learning. This focus area is comprised of two categories:
   (a) Observation of teacher performance and practice (40%) as defined in the Connecticut Framework for Teacher Evaluation and Support which articulates four domains and eighteen components of teacher practice.
   (b) Completion of teacher action steps toward achievement of parent feedback school-wide goal (10%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.
2. **Student Learning:** An evaluation of teacher contributions to student academic progress, at the classroom and school level. This focus area is comprised of two categories:
   (a) Student growth and development (45%) as determined by the outcome of a teacher's student learning objectives (SLOs) measured by Indicators of Academic Growth and Development (IAGDs).
   (b) Completion of teacher action steps toward achievement of student feedback school-wide goal (5%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.

|  | Components | Composition of Goal | Outcome Determined By |
|---|---|---|---|
| Teachers Practice Indicators (50%) | Performance and Practice (40%) | Teacher chooses an area within his/her teaching on which to focus and reflect upon practice. Previous input from evaluator can help determine that focus. | Evaluator's observation and ratings based on the Newtown Public Schools Domains of Good Teaching |
|  | Parent Feedback (10%) | School-Wide parent goal set by administrator based on outcomes of previous year's spring *Comprehensive School Climate Inventory (or comparable survey)* | Evidence of completed teacher action steps |
| Student Learning Indicators (50%) | Student Learning Objective(s) (45%) | 1-4 mutually agreed upon Student Learning Objectives (SLOs) | If 1 SLO, at least 2 (IAGDs) are required. If more than one SLO, at least 1 IAGD is required per SLO. |
|  | Student Feedback (5%) | School-wide student goal set by administrator based on outcomes of previous year's spring *Comprehensive School Climate Inventory (or comparable survey)* | Evidence of completed teacher action steps |

## Components That Determine Annual Teacher Summative Rating

Annual summative ratings are aligned to one of four performance designations: 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

"Performance" is determined by progress towards mutually agreed upon indicators and demonstrated through presentation of evidence.


## DEFINITION OF COMPONENTS

### Teacher Practice Indicators

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

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

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

The 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 teachers with specific feedback to identify strong practice, to identify teacher development need and to tailor support to meet those needs.

Evaluators will use the *Newtown Domains of Good Teaching Rubric* for teachers and the *Student and Educator Support Specialist (SESS) Practice Framework-CCT Rubric for Effective Service Delivery 2015.*

### *Observation Process*

Over the course of a school year, each teacher should be observed through both formal and informal observations as defined below.

- **Formal:** Schedule in-class observations that are at least 30 minutes in duration and are followed by a post-observation conference, and include written and verbal evaluator feedback.

- **Check-ins:** Informal observations, typically unannounced, that are at least ten minutes in duration and are followed by written evaluator feedback. Post-conference for a Check-In may be held at the request of the teacher or evaluator.
- **Reviews of practice:** Non-classroom observations that include but are not limited to: observations of Professional Learning Community (PLC) meetings, observations of coaching/mentoring other teachers, reviews of student work or other teaching artifacts.

PLEASE NOTE: Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.

All observations must be followed by feedback within a timely manner. In general, it is expected that feedback occur within 5 business days.

*Pre- and Post-Conferences*

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional in certain phases of the plan.

Post-conferences provide a forum for reflecting on the observation against the *Newtown Domains of Good Teaching Rubric or SESS Rubric* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. However, certain aspects of the observation process lend themselves to specific domains. Classroom observations generally provide the most evidence for Domains 2 and 3, Pre-and Post-Conferences for Domains 1 and 4 and Reviews of Practice for Domain 5.

*Feedback*

The goal of feedback is to help teachers 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 and formative ratings on observed indicators of the appropriate rubric;

- Commendations and recommendations on observed practice as related to the rubric;
- Next step and supports to improve teacher practice;
- Follow-up, if necessary.

*Performance and Practice Focus Area*

Each teacher will work with his/her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and will guide observation and feedback conversations throughout the year. Focus areas may be school-wide or grade-specific focus areas aligned to a particular indicator (i.e. Indicator 3b. *Discussion and Questioning Techniques).*

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

## Component #2: Parent Feedback (10%)

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

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

1. Each school will administer the *Comprehensive School Climate Inventory (developed by the National School Climate Center)* each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level parent goals based on the survey feedback, and other related data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher's summative rating, based on four performance levels.

*Performance Levels:*

The Parent Feedback Rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4) – All of the action steps identified in the goal-setting have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.

Met (3) – All of the action steps identified in the goal-setting process have been fully implemented.

Partially Met (2) – All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.

Did Not Meet (1)- Few or none of the action steps identified in the goal-setting have been implemented.

## Student Learning Indicators

Student Learning Indicators are designed to measure a teacher's impact on student growth and development. Teachers will develop student learning objectives and identify the means by which those objectives will be measured. Two components comprise this category:

- Student Learning Objective(s), which counts for 45%
- Student Feedback, which counts for 5%

Component # 3: Student Learning Objective(s) (SLOs)

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student progress or mastery.

SLOs will serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. SLOs may be developed in consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The steps of the SLO development process are described in detail below.

### Step 1: Review the Data

This first step in this process begins with reviewing school/district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class roster, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of data to review:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Previous grades in same/similar content area
- Results from diagnostic assessments
- Artifacts from previous learning

- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conference with students' families
- Individual Educational Plans (IEPs and/or 504 plans for students with identified disabilities

It is important that the teacher understands both individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

## *Step 2: Set the SLO*

SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. An SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning, at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g. CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Examples of SLOs:

| Grades/Subject | Student Learning Objective |
|---|---|
| 6<sup>th</sup> Grade Social Studies | Students will produce effective and well-grounded writing for a range of purpose and audiences. |
| 11<sup>th</sup> Grade Algebra II | Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems. |
| 8<sup>th</sup> Grade English/Language Arts | Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 1<sup>st</sup> and 2<sup>nd</sup> Grade Tier 3 Reading | Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks. |

## *Step 3: Select Indicators of Academic Growth and Development (IAGDs)*

An indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. If a teacher chooses to create one SLO, he/she must include at least two IAGDs. If more than one SLO is created, then each SLO must include at least one IAGD but may include multiple, differentiated IAGDs were appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and an additional IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. If a standardized assessment is not available in a

specific content area, the teacher will measure the SLO using non-standardized assessments for their IAGDs.

The process for assessing student growth using multiple indicators of academic growth and development must be developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester courses).

*First half (22.5%) of the IAGD:*
One half (22.5%) of the indicators of academic growth and development (IAGDs) should be based on a standardized indicator, when available and appropriate. Data used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time. Those grades or subjects without an available standardized indicator will select, through mutual agreement, a non-standardized indicator.

*For the other half (22.5%) of the IAGDs:*
- A maximum of one additional standardized indicator, if there is mutual agreement;
- A minimum of one non-standardized indicator

Standardized assessment is characterized by the following attributes:
- Administered and scored in a consistent-or "standard"-manner;
- Aligned to a set of academic or performance "standards,"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year

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 ELL students. It is through the initial examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher's particular students; teachers 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 second grade teachers 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 second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGSs that might be applied to the precious SLO examples:

| Grades/Subject | SLO | IAGD(s) |
|---|---|---|
| 6th Grade Social Studies | Students will produce effective and well-grounded writing for a range of purposes and audiences | By May 15:<br>Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better.<br>Students who scored a 2-4 will score 8 or better.<br>Students who scored 5-6 will score 9 or better.<br>Students who scored 7 will score 10 or better.<br>*This is one IAGD(assessment/measure of progress) that outlines differentiated targets based on pre-assessments. |
| 9th Grade Information Literacy | Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks. | By May 30:<br>90%-100% of all students will be proficient (scoring a 3-4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric.<br>*This is one IAGD(assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students. |
| 11th Grade Algebra 2 | Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems | By May 15:<br>80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark<br>*This is one IAGD(assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students. |
| 9th Grade ELA | Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. | By June1:<br>27 students who score 50-70- on the pre-test will increase scores by 18 points on the post test.<br>40 students who score 30-49 will increase by 15 points.<br>10 students who scored 0-29 will increase by 10 points.<br>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups. |
| 1st and 2nd Grade Tier 3 Reading | Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks. | By June:<br>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading |

| | | Attitude Survey, as recommended by authors, McKenna and Kear. |
| --- | --- | --- |
| | | IAGD #2 Students will read instructional level text with 95% or better accuracy on the DRA. Grade 1-Expected outcome-Level 14-16. Grade 2-Expected outcome- Level 22-24. *These are two IAGDs using assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups. |

## Step 4: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:
- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

## Step 5: Submit SLOs to Evaluator for Review

SLO's are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:
- Baseline-Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

## Step 6 Monitor Student Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine students work; administer interim assessments and track students' accomplishments and struggles. Teachers 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, and particularly during the Mid-Year Conference with Evaluator. SLOs can be adjusted during the Mid-Year Conference if there is a substantial change from when the SLOs were set, such as change in teaching assignment or a significant shift in the student population. Any changes to the SLOs must be mutually agreed upon by the evaluator and the teacher.

## Step 7: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcome by responding to the following four statements:

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

Evaluators will review the evidence and the teacher'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 the more than a few points. However, taken as a whole, significant progress towards the goal was made.
Id not Meet (1)- A few students met the target(s) but a substantial percentage of students did not. Little progress towards the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

If there is only one SLO, the final rating is the outcome for that SLO. If more than one SLO was created, the final rating is an average of their two (or more) SLO scores. For example, if one SLO was "Partially Met" for a rating of 2, and the other SLO was "Met" for a rating of 3, the Student Growth and Development rating would be 2.5 (2=3)/2. The individual SLO rating and the Student Growth and Development rating will be shared in advance of and discussed with teachers during the End-of-Year Conference.

Averaged Domain-Level Score
SLO 1  2
SLO 2  3
Student Growth and Development Rating  2.5

*PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 20 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators an no other evidence is available to score the SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's summative rating. The evaluation rating can be amended at the time as needed, but no later than September 15.*

### Component #4 Student Feedback (5%)

Feedback from students will be obtained annually and be used to help determine the remaining 5% of the Student Learning Indicators.

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

1. Each school will administer the *Comprehensive School Climate Inventory (developed by the National School Climate Center)* each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level student goals based on the survey feedback and other relevant data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher's summative rating, based on four performance levels.

The Student Feedback Rating reflects the degree to which a teacher successfully reaches his/her student goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4)- All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.

Met (3)-All of the action steps identified in the goal-setting process have been fully implemented.

Partially Met (2) - All the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.

Did not Meet (1) - Few or none of the action steps identified in the goal-setting process have been implemented.

# SUPPORT AND DEVELOPMENT

When paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to, and support, exemplary practice.

## Process

Evaluators and learners will participate in three conferences during the school year. The purpose of the conferences are to assist the learner in setting rigorous but attainable goals, provide appropriate feedback and support (including additional learning opportunities), and reflect on how learning was impacted by the teacher's actions.

1. Goal-setting Conference (by October 31): Review of goals and action plans, recommendations and mutually agreed upon adjustments to goals and action plans if warranted.
2. Mid-Year Conference (by February 15): Reflection, review of progress on goals and action plans, opportunity for revisions of strategies or approach(s) and mutually agreed upon adjustments to goals and action plans if warranted.
3. End-of-Year Conference (within 15 days of the last day of school): Teacher Self-Assessment and Reflection; Recommendations and Commendations and Final Summative Rating provided by evaluator determined by June 30th which can be adjusted by September 15th if needed.

## Evaluation-Based Professional Learning

Newtown teachers will identify their professional learning needs in mutual agreement with his/her evaluator based on conversations throughout the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Recommendations or requests for professional development will be accommodated through the use of several district resources. Newtown educators will have access to at least one online vendor (e.g. BloomBoard) to offer online professional learning. In-house professional development will be offered for new district initiatives. The district will support attendance at professional organization workshops and regional conferences. The district Professional Learning Committee will develop and administer surveys to determine professional development needs across the district and organize in district presentations (including technology integration, etc.)

## Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for the administrator (or evaluator) to create an individual teacher improvement and remediation plan. The

plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

The Newtown Teacher Growth Plan further delineates the steps of this process in the Intensive Supervision Phase, developed according to district philosophy and legislative requirements.

## 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 building confidence in the Teacher Growth Plan and in building the capacity of all teachers. Examples of such opportunities are: observation of peers; mentoring early-career teachers; leading Professional Learning Communities; and focused professional development based on goals for continuous growth and development.

## ANNUAL ORIENTATION PLAN

High quality teaching is imperative for student success. Newtown Public Schools are committed to supporting the professional growth of its educators in order to promote excellence in teacher practice as measured by research-based indicators identified with student success. As a learning community focused on continuous improvement for all, the district recognizes the importance of on-going review of classroom practice. District-wide conversations about teaching and learning must include a common understanding of best practice.

The Newtown Teacher Growth Plan identifies levels of teaching performance and supports educators in attaining higher levels of practice. In order to achieve a culture of continuous improvement and the attainment of district goals, each educator must understand and adhere to the beliefs and process of the professional growth plan.

### Current Staff

An overview of the Newtown Teacher Growth Plan will be presented to all teachers by principals at the first or second faculty meeting of the school year. Highlighted components of the educator professional growth plan will include plan beliefs, terminology, phases, and levels of performance.

### New Staff

All new staff will attend a one-week induction experience during the month of August. In addition to various topics relevant to district orientation, the NPS Teacher Growth Plan and educator responsibilities

are an important part of the agenda. Each staff member will be trained in and familiarized with the NPS Teacher Growth Plan.

## Annual Induction

At the onset of each school year, each certified staff member, with his/her evaluator, will review the appropriate phase that will direct his/her professional experience for the school year.

## EVALUATOR PROFICIENCY

All evaluators of Newtown certified staff must be trained in the Newtown Teacher Growth Plan. There will be an annual training session(s) held each summer. During the school year, evaluators will regularly engage in calibration exercises. There will be an annual calibration performance activity. There will be an understanding of how rubrics are being used during observations so evaluations look the same and certified staff receives similar feedback.

If an evaluator does not demonstrate competency, the superintendent will develop a plan for the evaluator to achieve competency. Newtown evaluators will employ professional development opportunities, possibly including CT State Department of Education training, in addition to instructional rounds, and professionally-produced videos of classroom lessons to continually develop and improve evaluator feedback to teachers.

## PHASES OF TEACHER GROWTH PLAN

### Introduction

The Newtown Public Schools Teacher Growth Plan recognizes that there are stages of development in the career of an educator. At different levels, different types and amount of support are needed, and some performance expectations (e.g. team participation) vary. Each level-Induction Phase, Professional Growth Phase, and Intensive Supervision Phase-includes a clear description of performance expectations, a timeline for events, and a list for teachers and evaluators to easily keep track of required elements.

### Implementation

All teachers will be observed a minimum of 3 (three) times, depending on their associated phase, and will include a combination of formal, informal, announced, unannounced, classroom and non-classroom observations, as indicated in the table below.

| Phase | Definition of Phase | Formal in-Class Observation | Check-ins (informal, In-class Observations | Review of Practice (Non-Classroom Observations) |
|---|---|---|---|---|
| Induction Phase | All first and second year teachers in NPS | A minimum of 3; two of 3 include a preconference and all include a post conference | A minimum of 1 | None required |
| Professional Growth Phase | Teachers in Year 3 or beyond with a Professional or Exemplary rating in the | A minimum of 1 formal in-class observation no less frequent than every 3 years | A minimum of 1 in the year of a formal observation; a minimum of 3 in all | One per year |

| | previous year | | other years | |
|---|---|---|---|---|
| Intensive Supervision Phase | Teachers in Year 3 or beyond with Developing or Below Standard rating in the previous year | A minimum of 3; two of 3 to include a preconference and all to include a post-conference | A minimum of 1 to include post-observation conference | One per year |

## Induction Phase

**Who:** All teachers who are new to the Newtown Public Schools will enter the Induction Phase and remain in this phase for two years.

**Support:** All new teachers will be assigned a primary evaluator and a district mentor (who will also serve as the TEAM mentor for those in TEAM) who will help clarify and model behavior that is consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. All teachers will participate in the Newtown Public Schools new teacher induction program within one year of hire.

**Focus:** Collaboration with formal and informal mentors, evaluator(s), and team(s) to develop their skills as a Newtown Public Schools' Teacher.

**Process:** Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Induction Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals; a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. It is strongly recommended that teachers in Induction Phase opt to develop one (1) SLO with two (2) IAGDs in addition to the parent and student feedback goals. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

**Observations:** Induction Phase teachers will be evaluated with a minimum of three Formal Observations and at least one Check-In (informal in-class observation) during each year of this phase. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

*Formal Observation*: Induction Phase teachers will have three Formal Observations. A Formal Observation is a scheduled in-class observation lasting at least 30 minutes. Two of these observations will be completed before February 1. A third observation will occur by March 15.

Prior to two Formal Observations, the teacher will complete the Pre-Observation Form and share it with his/her evaluator prior to the Pre-Observation Conference. The Pre-Observation Conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need

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for a Pre-Observation Conference for all subsequent observations will be determined by the evaluator.

Post-Observation Conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Induction Phase teachers will complete and share the Post-Observation Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. If needed, additional formal and informal observations may be scheduled by the evaluator.

*Check-ins*: Induction Phase teachers will have at least one Check-In. A Check-In is an unannounced in class-observations lasting at least ten minutes. At least one Check-In must be completed April 1. The evaluator will provide timely feedback to the learner for Check-Ins. A post-conference may be requested by either the evaluator or teacher following a check-in. **NOTE:** Check-Ins may take place prior to the Goal-Setting Conference.

**Peer Observation**: The Induction Phase teachers will conduct at least two (2) visits to classrooms of teachers in his/her team, grade level, or subject area (not including visits to mentor's classroom), complete a reflection of the observed lesson (Peer Observation Teacher Reflection), and discuss it with his/her mentor.

**Mid-year Conference**: Induction Phase teachers will have a Mid-year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plan, areas of strength, areas of potential growth and means of additional support, if needed. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of student learning goals, if warranted.

**Professional Expectations**: All induction Phase teachers are expected to participate in Professional Learning Communities (PLCs) with his/her team as associate members. Attendance and participation at all meetings its expected, but the Induction Phase teachers will have responsibility for only the needs of his/her classroom.

**End–of-Year-Conference**: Induction Phase teachers will complete the End-of Year Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the End-of-Year Teacher Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the End-of-Year Conference so that they may review it ahead of time. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the End-of-Year Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section.

The evaluator must include agreed upon Next Steps for any indicators rated below Professional on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement.

## Induction Phase Chart

| By October 10* | Goal-Setting Form shared with evaluator |
|---|---|
| By October 31 | Goal-Setting Conference with evaluator |
| Before January 1 | Peer Observation #1 (includes discussion with mentor |
| Before February 1 | Formal Observation #1 and #2<br><br>Before the Lesson:<br>• Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference<br>• Pre-Observation Conference with evaluator<br>After the Lesson:<br>• Complete and share the Post-Observation Lesson Reflection Form<br>• Share any additional Supporting Documents with evaluator<br>• Post-Observation Conference with evaluator<br>• Evaluator Feedback shard with teacher |
| Before February 15 | Mid-Year Conference<br>• Share Supporting Documents (data and evidence related to goals) with evaluator prior to conference<br>• Be prepared to discuss suggested questions for Conference |
| Before March 15 | Formal Observation#3<br><br>Before the Lesson:<br>• Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference<br>• Pre-Observation Conference with evaluator<br>After the Lesson:<br>• Complete and share the Post-Conservation Reflection Form<br>• Share any additional Supporting Documents with evaluator<br>• Post-Observation Conference with evaluator<br>• Evaluator Feedback shared with teacher |
| Before April 1 | At least one Check-In by evaluator<br>• Feedback shared by evaluator within 5 days<br>• Post-Check-In Conference if requested by either teacher or |
| Prior to End of Year Conference | Share Supporting Documents (data and evidence related to goals) with evaluator<br>Complete and share End of Year Teacher Self-Assessment and Reflection<br>Review Final Summative Workshop shared by evaluator |
| Before April 1 | End –of-Year Conference (may be satisfied by mid-year Conference by consent of teacher and evaluator |
| Before April 15 | Receive and review End-of-Year Evaluator Feedback<br>Share Teacher Comments (optional) |
| Before June 1 | Peer Observation #2 (includes discussion with mentor) |
| Before June 1 | Share Additional Supporting Documents (end of –year data and additional evidence related to goals) completed |

*Check-ins may take place prior to October 10th

Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

## Professional Growth Phase

**Who:** Teachers who are in their third year or beyond with a Professional or Exemplary rating in the previous year.

**Support:** All teachers will be assigned a primary evaluator who will help monitor and support professional practice that are consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. Teachers will continue to collaborate with Professional Learning Communities at the school and/or district level.

**Focus:** To promote ongoing professional growth that will build Newtown Public Schools' capacity to improve student achievement.

**Process:** Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Professional Growth Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals: a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

**Observations:** Professional Growth Phase teachers will be evaluated with a minimum of one Formal Observation no less frequently than once every three years and a minimum of one Check-In and one Review of Practice every year. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

> *Formal Observations:* Professional Growth Phase teachers will have a minimum of one Formal Observation no less frequently than once every three years. A Formal Observation is a scheduled in-class observation lasting at least 30 minutes. Formal Observations will be scheduled to take place prior to April 1.
>
> Prior to a Formal Observation, the teacher will complete and share the Pre-Observation Form. Pre-Observation Conferences will be held at the request of either the teacher or the evaluator, but are not mandatory.
>
> Post-Observation Conferences will be held to reflect on and discuss the observation. Prior to this conference, Professional Growth Phase teachers will complete and share the Post-Observation

Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. Additional Formal Observations may be scheduled at the request of the evaluator.

*Check-Ins:* Professional Growth Phase teacher will have at least one Check-In in years in which a Formal Observation is conducted; there will be at least three Check-ins in all other years. Check-Ins are typically unannounced in-class observations lasting at least ten minutes. At least one Check-In will occur prior to December 1, if no Formal Observation is scheduled to take place. Otherwise, all Check-Ins must occur by May15th. The evaluator will provide timely feedback to the learner or check-ins. A post- conference may be requested by either the evaluator or teacher following a check-in. NOTE: Check-Ins may take place prior to the teachers submitting goals.

**Reviews of Practice:**
A Review of Practice is a non-classroom observation that may be made while a teachers is participating in duties other than teaching. Examples include, but are not limited to, participation in a team meeting or PLC, parent meeting, parent-teacher conferences, PPTs, review of student work or other teaching artifacts.

**Mid-Year Conference: page 19**
Professional Growth Phase teachers will have a Mid-Year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plans, teacher's role as a member of a PLC, teacher's professional contributions to the school and/or district, areas of strength and areas of potential growth. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of students learning goals, if warranted.

**Professional Expectations:**
It is expected that Professional Growth Phase teachers will participate in regular, scheduled conversations about student achievement with PLCs, evaluators, or teacher leaders.

Teacher contributions will be demonstrated by participation in the following: TEAM Mentor, informal mentor, reflection paper reviewer, peer coach, classroom visits, peer observations, lesson study, national board certification, school or district committees, cooperating teacher, professional development presenter, curriculum writing, or other activities that contribute professional development of the organization.

Teachers will meet the supervision requirements of their appropriate professional organization.

**End-of- Year Conference:**
Professional Growth Phase teachers will complete the Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the Teacher

Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the year end conference so that they may review it prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section. The evaluator must include agreed upon Next Step for any indicators rated below Professional on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needling improvement.

## Professional Growth Phase Chart

| By October 10* | Goal-Setting Form shared with evaluator |
|---|---|
| By October 31 | Goal-Setting Conference with evaluator<br>Goal reviewed and approved by evaluator<br>Goals signed-off on by teachers following Conference |
| By December 15 | One Check-In by evaluator (in Year with no Formal Observation)<br>• Feedback shared by evaluator within 5 days<br>• Post-Check-In Conference if requested by either or evaluator |
| Before Feb. 15 | Mid-Year Conference<br>• Share Supporting Documents (data and evidence related to goals with evaluator prior to conference)<br>• Be prepared to discuss suggested questions for Conference |
| Before March 1 | Review of Practice<br>• Observation<br>• Feedback shared by evaluator within 5 days |
| Before April 1 | Formal Observation (if scheduled)<br><br>Before the Lesson:<br>• Complete and share the Pre-Observation Form and submit Supporting Documents prior to Pre-Observation Conference<br>• Pre-Observation Conference with evaluator, if requested<br>After the Lesson:<br>• Complete and share the Post-Observation Reflection Form<br>• Share any additional Supporting Documents with evaluator<br>• Post-Observation Conference with evaluator |
| Before May 15 | Remaining Check-Ins (total # dependent upon whether a Formal takes place<br>• Feedback shared by evaluator within 5 days<br>• Post-Check-In Conference if requested by either teacher or evaluator |
| Before June 10 | End-of Year Conference<br><br>Before the Conference<br>• Complete and share the Teacher Self-Assessment & Reflection Form<br>• Evaluator completes and shares the Final Summative Worksheet<br>During the Conference<br>• Final Rating Summative Worksheet is reviewed; mutually agreed upon adjustments may be made |
| Before the Last day of School | • Evaluator completes and shares Evaluator End-of-Year Feedback<br>• Teacher signs-off on Conference |

*Check-Ins may take place prior to October 10th

Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

# Intensive Supervision Phase

**Who:**  The district must provide a plan on individual educator improvement and remediation for educators whose performance is developing or below standard OR for any educator experiencing performance problems, design in consultation with such educator and his/her exclusive bargaining representative.

**Support:** Primary evaluator, other district professionals or members of the school-based or district team

**Focus:**  The purpose of the Intensive Supervision Phase is to provide support and assistance to help teachers meet the districts teaching standards. Teachers will be assigned to this level by their primary evaluator to correct identified performance problems.  The Intensive Supervision Phase requires an Intensive Supervision Action Plan that addresses the specific performance problems of an individual teacher, clarifies performance expectations, and provides support in order to help the teacher address a pattern of performance problems. The Intensive Supervision Phase offers structure, clarity of purpose, and the needed support in order to help the teacher meet the mission, beliefs and goals of Newtown along with the Connecticut Common Core of Learning, Common Core of Teaching, and the K-12 Curriculum Goals and Standards. The Intensive Supervision Phase will be implemented for a period of 45 school days and may be extended for an additional 45 school days. The extension of the Intensive Supervision Phase, upon evaluator determination, will be based upon progress toward performance expectations. The plan should match the needs of the individual teacher, the school, and the district.

Prior to the initiation of the Intensive Supervision Phase, the primary evaluator will provide written notification to the teacher of specific areas of concern, resources available to the teacher to address these concerns, and a clearly defined timetable. Failure to correct the performance deficit(s) will result in placement on the Intensive Supervision Phase.

## Process:
### Component I: Definition of the Problem
The primary evaluator identifies the standard or standards the teacher is not meeting and for each standard describes the specific problem. Performance problems may include, but are not limited to: deficient knowledge of students, content, or pedagogy; poor lesson development, instruction, or assessment techniques; ongoing classroom management difficulties, ineffective or insufficient participation in PLCs; inability to exhibit adequate professional practice; poor attendance; survey results; or deficiencies in order aspects of the Connecticut Common Core of Teaching/job description.

For each problem, the evaluator will describe in writing the data that was used to verify the problem. Sources may include, but are not limited to: teacher observation, parent or student reports, student learning data, examination of teaching materials, poor attendance, repeated tardiness, continued lack of attention to deadlines, or being non-responsive to requests for information. The teacher may review this written summary and submit a written response to be included in his or her personal file.

**Component II: Intensive Supervision Action Plan**
The teacher designs an Intensive Supervision Action Plan in collaboration with the evaluator. The plan will clearly outline the desired outcome(s) or behavior (s) and the intervention strategies designed to address the problem. The Intensive Supervision Action Plan will be in place for 45 school days.

The Intensive Supervision Action Plan will include:
- Clear statement of deficit (s)
- Record of assistance provided to date
- Statement that the teacher has the right to submit a written response for inclusion in personnel file
- Timeline
- Objectives
- Source(s) of evidence of improvement
- Resources and support

The Intensive Supervision Action Plan objectives will be clear, specific, and in response to a pattern of behavior outlined by the evaluator in the written summary. An objective will be written for each identified problem or the Connecticut Common Core of Teaching Standard(s) that is (are) identified as deficient. The evaluator, with input from the teacher, will determine the number of objectives to be addressed simultaneously. If the defined period of the Intensive Supervision Action Plan includes the end of the school year, the plan will include a teacher reflection, an end-of-year conference, and a written summative evaluation.

For each standard in need of improvement, the teacher and evaluator will outline the data or evidence of improvement that needs to be collected. Multiple data sources will need to be collected in order to demonstrate evidence of improvement. Other professionals, such as central office staff, content specialists, department heads, and other teachers may be called upon at the request of the teacher or evaluator to provide assistance.

For each standard in need of improvement, the teacher and evaluator will identify appropriate resources and support. These supports might include, but are not limited to: peer support, professional development, professional reading, peer observations, reflective journal, videotaping of lessons, etc.

The final written Intensive Supervision Action Plan will be provided to the teacher. Copies will

be provided to the Superintendent for the teacher's personnel file, and to the evaluator.

In the event that the teacher and evaluator cannot agree on the specific steps of the Intensive Supervision Action Plan, each teacher or evaluator will prepare an Intensive Supervision Action Plan and will meet within 3 school days in a final attempt to reach a collaborative agreement. If no agreement is reached, a team consisting of the teacher and a representative of the teacher's choice, the evaluator and a representative of the evaluator's choice, and the Superintendent or Assistant Superintendent will convene within 5 school days to determine the specific steps of the Intensive Supervision Action Plan.

### Component III: Evaluation

Upon the end of the established timeline, the evaluator will write an Intensive Supervision Action Plan Evaluation indicating whether the teacher has met the plan's objectives and outlining the next steps in the teacher's evaluation process. There are four possible judgments:

A. The problem is satisfactorily addressed and the teacher returns to the Professional Growth Phase.
B. The problem has been partially addressed, but the Intensive Supervision Action Plan needs to be continued with some modifications.
C. The initial problem is addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Supervision Action Plan.
D. Little to no improvement has been noted, and the evaluator must decide on the next steps that may include more intensive assistance or termination.

Prior to all formal observations, the teacher will complete the Pre-Observation Form. For formal observations, a pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time the conference will determine the focus of the observation. For both formal and informal observation, a post-observation conference will be held to reflect on and discuss the achievement of goals. Prior to each conference, teachers on the Intensive Supervision Phase will complete the Post-Observation Lesson Reflection form to be shared with their evaluator. Written Post-Observation Reports will be submitted to the teacher on the day of the post-observation conference

Additional formal and informal observation may be conducted at any time throughout the intensive supervision phase.

## Intensive Supervision Phase Chart

| | |
|---|---|
| Any time during school year | Written notification of potential placement on Intensive Supervision Phase including:<br>• Documentation of identified deficits<br>• Suggested resources for support |
| 30 days after notification of potential placement on Intensive Supervision | Written notification of change of evaluation phase to Intensive Supervision if needed |
| Before 5 school days into the Intensive Supervision Phase | Finalize Intensive Supervision Action Plan (done collaboratively by teacher and evaluator) |
| Within 10 school days into the Intensive Supervision Phase | Formal observation #1<br>• Pre-observation date (optional)<br>• Pre-observation form (optional)<br>• Pre-observation conference (optional)<br>• Observation<br>• Post-observation lesson reflection<br>• Post-observation conference (within 5 school days)<br>• Written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference) |
| Within 20 school days into the Intensive Supervision Phase | Formal observation #2<br>• Pre-observation date (optional)<br>• Pre-observation form (optional)<br>• Pre-observation conference (optional)<br>• Observation<br>• Post-observation lesson reflection<br>• Post-observation conference (within 5 school days)<br>• Written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference) |
| Within 30 school days into the Intensive Supervision Phase | Formal observation #3<br>• Pre-observation date (optional)<br>• Pre-observation form (optional)<br>• Pre-observation conference (optional)<br>• Observation<br>• Post-observation lesson reflection<br>• Post-observation conference (within 5 school days)<br>• Written post-observation report (within 5 days of the observation; additional notes may be added during the post-observation conference) |
| Within 45 school days into the Intensive Supervision Phase | Decision by evaluator whether or not to extend Intensive Supervision for additional 45 days. |

# EVALUATION COMMITTEE/CONFLICT RESOLUTION

The right to appeal is a necessary component of the evaluation process and is available to every professional educator at any point in the evaluation process. It is expected that most disagreements will be resolved informally between the evaluator and the teacher. The purpose of the appeal process is to secure fair solutions to problems or disagreements, which from time to time may arise. Problems may be related to procedural concerns within the evaluation process, such as where the evaluator and the teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan. An appeal will not be considered if it relates only to the content or substance off the evaluation. An appeal must relate directly to specific areas, sections, and/or procedures of the Professional Growth Phase or Intensive Supervision Phase.

If the need for an appeal occurs, the teacher must submit a written request to the Assistant Superintendent. The Assistant Superintendent will contact the evaluator and teacher within five (5) school days of receiving the appeal to arrange an Appeal Committee review. The Appeal Committee will schedule joint meeting with both the evaluator and teacher within ten (10) school days of the receipt of the appeal.

When an appeal is submitted to the Assistant Superintendent, the following will occur:

A. An Appeal Committee (3 members) will be formed by the Assistant Superintendent. The teacher will select one member, the evaluator will select one member and a mutually-agreed upon third member will be selected. If the teacher and evaluator cannot mutually agree on a third member, the third member will be appointed by the superintendent. A Chairperson of the Appeals Committee will be appointed.

B. The Appeal Committee will meet with the evaluator and teacher. Both parties will have the opportunity to present concerns.

C. Following the Appeal Committee meeting, the Appeal Committee will reach consensus regarding recommendations. The Chairperson of the Appeal Committee will prepare written recommendation(s) and present the recommendations in writing to both parties within five (5) school days of the decision.

D. If consensus is not reached by the members of the Appeals Committee, the Superintendent of Schools will decide the outcome.

# FORMS

## Goal-Setting Form (1 OF 2 pgs.)

### Student Learning Objective(s)*

*Please respond to the following prompts for each SLO:*

**Student Learning Objective (SLO)**
*What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?*

**Standards and Learning Content**
*What are the standards connected to the learning content?*

**Baseline Data**
*What is the baseline data related to this SLO? How does the data support the SLO?*

**Indicators of Academic Growth and Development (IAGDs)/Growth Targets (Must have two if only one SLO)**
*What are the quantitative targets that will demonstrate achievement of the SLO?*

**Student Population**
*Who are you going to include in this objective? Why is this target group selected?*

**Interval of Instruction**
*What is the time period that instruction for the SLO will occur?*

**Progress Monitors**
*How will you measure progress of the SLO?*

**Instructional Strategies**
*What methods will you use to meet this SLO? What professional learning or supports will you need to achieve this SLO?*

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<u>Goal-Setting Form (2 OF 2 pgs.)</u>

**Student Feedback**

**Student Feedback Goal**
*What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?*

**Action Steps**
*What steps will you take to help achieve this goal for our school?*

**Evidence**
*What types of evidence will you collect to substantiate you fulfilled the steps identified?*

**Parent Feedback**

**Parent Feedback Goal**
*What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?*

**Action Steps**
*What steps will you take to help achieve this goal for our school?*

**Evidence**
*What types of evidence will you collect to substantiate you fulfilled the steps identified?*

<u>Performance and Practice Focus Area</u>

Reflecting on your previous experience and evaluations, chose an area within your professional practice that you would like to further develop. Share why you have selected this as a focus area, including how improvement will lead to greater student achievement. Please describe what types of support you will need, including any professional development you would like to pursue.

The Goal-Setting Conference will be signed off by both the teacher and evaluator.

## Pre-Observation Form

*The Pre-Observation Form must be completed and shared with the evaluator prior to the Pre-Observation Conference. If there is no Pre-Observation Conference scheduled, it must be shared in advance of the actual observation.*

**Lesson Objective(s):**
*List the instructional objective(s) of this lesson.*

**Content Alignment**
*Explain how the objective(s) align with the CCSS, CCT and/or district curriculum.*

**Differentiation**
*Describe how differentiation of instruction has been incorporated into your lesson plan. (To help, Newtown's Taxonomy is provided in Appendix A)*

**Assessment**
*Describe how you will know if your students achieved the stated objective(s) of the lesson.*

**Instructional Strategies**
*How will you know if students have achieved the lesson objective(s)?*

**Focus Area(s) for Observation**
*List anything that you would like the evaluator to look for during the observation. This may be tied to instructional practice focus areas established in the beginning of the year.*

## Post-Observation Reflection Form (Teacher)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

If you made changes or adjustments during your lesson, what were they and what led you to make them?

To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Upload student work or assessments from the lesson prior to the Post-Conference.)

In our pre-conference we discussed students requiring differentiated instruction. Briefly describe what you observed about the performance of the students for whom the instruction was differentiated.

What have you learned from this lesson or others that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?

## Post-Observation Reflection Form (SESS)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about the observed area of professional practice (Ex: classroom lesson, social skills group, coping skills group), which strategies were most effective in helping students progress? What evidence is there that supports your conclusion?

If you made changes or adjustments during the observed area of professional practice, what were they and what led you to make them?

To what extent were the intended outcomes achieved? What evidence supports your conclusion? (Upload supporting documents if applicable)

[ONLY APPLICABLE IF A LESSON WAS OBSERVED]
Briefly describe what you observed about the performance of students for whom you differentiated instruction.

What have you learned from this observed area of professional practice that will impact your planning/approach for the future - either in terms of your professional skills or in addressing student needs? In reflecting on the observed area of professional practice would you do anything differently and why?

## Post-Observation Evaluator Feedback Form

Evaluator will complete this form following the Post-Observation Conference.

Commendations/Recommendations:

```
Text box for Response.
```

Next Steps:

```
Text box for Response.
```

Share with Teacher

## Mid-Year Conference

In preparation for the Mid-Year Conference, evaluators should review the goals and objectives set at the beginning of the year, evidence from prior observations and/or reviews of practice, as well as any supporting documents shared by the teacher. They will then refer to the following conversation starters (for each component of the evaluation) to decide which questions are most appropriate. These questions will guide the discussion during the Mid-Year Conference; therefore, teachers should come prepared accordingly. Questions can be edited, deleted or added in order to make the Conference more meaningful. A scripting box is available for the evaluator to either type directly into while conducting the Mid-Year Conference or to complete following the Conference. Information from the Conference can be tagged. Evaluators should review any artifacts or self-assessments that the learner has provided ahead of time and decide which questions are most appropriate. *No rating is provided at this time.*

### 45% Student Learning Objectives
- How are students progressing toward the IAGDs you've set for their learning this year?
- What evidence/data do you have to support your thinking about student progress?
- Are some students demonstrating more progress than others?
- Tell me what we have to celebrate. What might explain the successes you've documented?
- Tell me about your challenges. What might explain slower progress than you expected?
- As you look toward the end of the academic year, are the growth targets that you set at the beginning of the year attainable?
- Based on your current review of student progress, what are your plans for achieving your goals by the end of the year?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

*Text Box for Scripting*

### 40% Performance and Practice
- Tell me about your learning relative to your performance and practice area of focus.
- Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.).
- What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues?
- Let me share some of my observations with you. Let's talk about how I can assist you in making progress in your focus area.
- What additional supports and professional learning do you need to ensure that you are successful with your students?

*Text Box for Scripting*

### 10% Parent Feedback
- As you review your action steps for the parent feedback goal, what strategies/actions have you put into place that you expect to positively influence the school-wide goal?
- What evidence have you gathered to support your progress toward your parent feedback goal?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

*Text Box for Scripting*

### 5% Student Feedback
- As you review your action steps for the student feedback goal, what strategies/actions have you put into place that you expect to positively influence your expected outcome
- What additional supports and professional learning do you need to ensure that you are successful with your students?

*Text Box for Scripting*

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<u>Mid-Year Teacher Reflection Form (Optional)</u>

**Part I. Student Learning (45%)**
Using the data you have collected so far, reflect on your students' progress towards the goals you established at the beginning of the year.

```
Text box for response.
```

Describe what progress you made in your performance and practice focus area(s) and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

```
Text box for response.
```

**Part III. Parent Feedback (10%)**
Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

```
Text box for response.
```

**Part IV. Student Feedback (5%)**
Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

```
Text box for response.
```

Share with Evaluator

## Additional Evaluator Feedback (Optional)
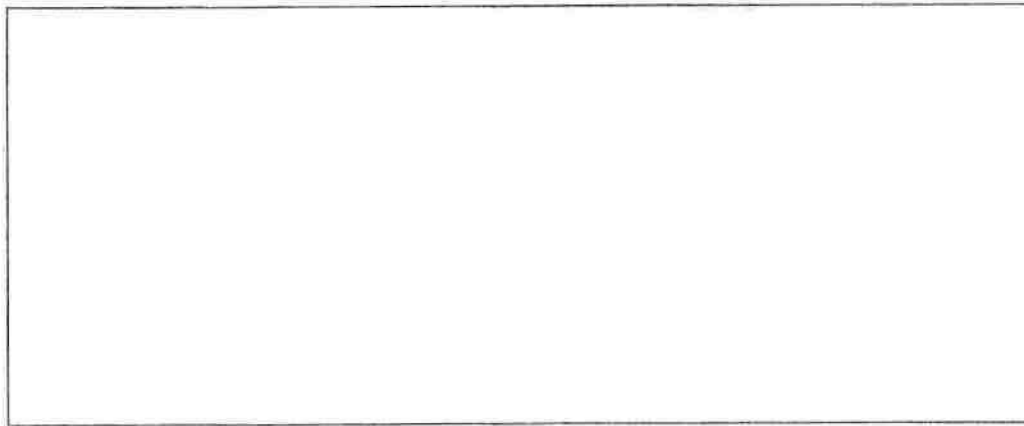*Text Box for Scripting*

# End-of-Year Teacher Self-Assessment and Reflection Form
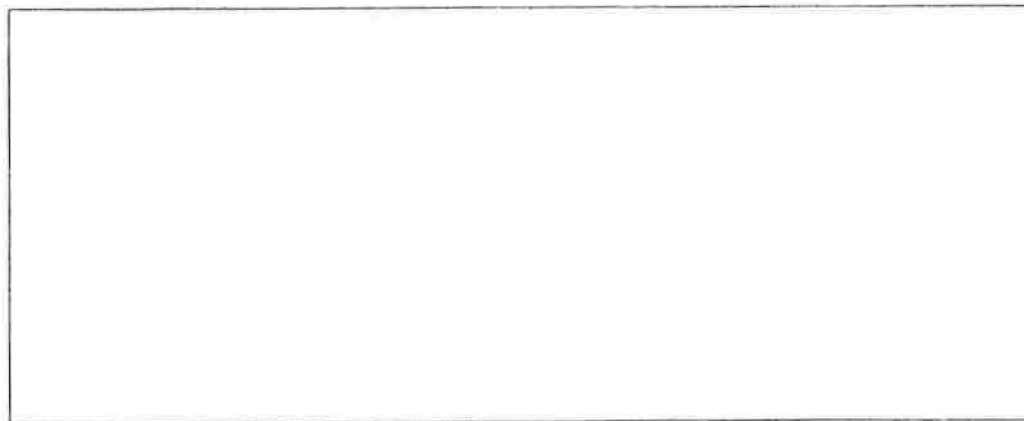
## Part I. Student Learning (45%)

As you work on this section, you may find it helpful to open a new tab with the SLOs and IAGDs you set at the beginning of the year so you can refer to them. To do this: 1) Right click (2-finger click on Mac) your name in the black bar at the top of the page and select "Open Link in New Tab" 2) Scroll down and click the yellow sticky that says "Ready to plan your goals or SLOs?" 3) Click "Student Learning Objectives" at the top of the page.

### Results of each SLO indicator (IAGD) with evidence

Provide your overall self-assessment of whether each SLO indicator (IAGD) was met (based on the results of your identified IAGD). Use the ratings: Did not meet, Partially met, Met, Exceeded or Does not apply. Upload evidence in Supporting Documents.

Describe what you did that produced the results for each SLO indicator (IAGD). Describe what you learned and how you will use the results going forward. Samples of evidence may be uploaded in Supporting Documents.

Describe what progress you made in your performance and practice focus area(s) throughout the year and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

```



```

## Part III. Parent Feedback (10%)

Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

```



```

## Part IV. Student Feedback (5%)

Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

```
Text box for response.



```

When you are ready, click the gear icon in the black bar above, select What's been shared?, and select Share next to Self-Assessment to make your responses visible to your observer.

*The End-of-Year Conference will be signed off by both the teacher and evaluator.

**End-of-Year Conference**

Text box for scripting.

## End-of-Year Evaluator Feedback Form

### Part I. Final Rating Summative Worksheet

Evaluators will complete the Final Rating Summative Worksheet and share it with the teachers in advance of the end of year conference. Teachers will have the opportunity to review the worksheet prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so.

### Part II. EOY Evaluator Feedback Form

Using the EOY Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary. The evaluator will include specific recommendations and suggested next steps for any indicators rated below Professional on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement. Recommendations and next steps should be discussed and agreed upon with the teacher during the End-of-Year Conference.

**Commendations/Recommendations:**

**Next Steps:**

End-of-Year Teacher Comments (Optional)

## Check-Ins

*Text Box for Scripting*

## Review of Practice

*Text box for scripting*

# APPENDIX A

## Introduction to Rating Scale

(from SEED)

### Evaluation and Support System Overview

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

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus is comprised of two categories:
    a. Observation of teacher performance and practice (40%) as defined in Newtown's good vision of teaching Domains, which articulates the five domains of teacher practice.
    b. *Parent (10%)* on teacher practice that is informed by surveys.

2. Student Learning Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
    a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs).
    b. Student feedback (5%) as determined by student surveys.

Scores from each of the four categories will be combined (using the template in the next section) to produce a summative performance rating of Exemplary, Professional, Developing, or Below Standard. The performance levels are defined as: Exemplary: substantially exceeds indicators of performance; Professional: Meeting indicators of performance; Developing; Meeting some indicators of performance but not others; Below Standard: Not meeting indicators of performance.

### Effective vs Noneffective

Novice teachers shall generally be deemed "effective" if the educator receives at least two sequential "Professional" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "Professional" ratings in years three and four. The superintendent may offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect. Any novice teacher not meeting the "effective" criteria described above shall be considered "ineffective.".

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

# Rating Scale

| | | Exemplary 4 | Professional 3 | Developing 2 | Below Standard 1 | Value | Subtotal | Factor | Final |
|---|---|---|---|---|---|---|---|---|---|
| | | Exceeded goal | Met goal | Partially met goal | Did not meet goal | | | | |
| Parent Feedback 10% | Progress toward goal on Parent Survey | 4 | 3 | 2 | 1 | | | 0.2 | |
| I | Knowledge of Students | 4 | 3 | 2 | 1 | | | 0.16 | |
| I | Knowledge of Content/Pedagogy | 4 | 3 | 2 | 1 | | | | |
| I | Designing Coherent Instruction | 4 | 3 | 2 | 1 | | | | |
| I | Designing Appropriate Assessment | 4 | 3 | 2 | 1 | | | | |
| II | Creating a Responsive and Respectful Classroom Environment | 4 | 3 | 2 | 1 | | | 0.16 | |
| II | Sharing Accountability and Responsibility | 4 | 3 | 2 | 1 | | | | |
| II | Classroom Management | 4 | 3 | 2 | 1 | | | | |
| III | Instructional Techniques | 4 | 3 | 2 | 1 | | | | |
| III | Discussion and Questioning Techniques | 4 | 3 | 2 | 1 | | | 0.16 | |
| III | Instructional Communication | 4 | 3 | 2 | 1 | | | | |
| III | Engaging Students in Learning | 4 | 3 | 2 | 1 | | | | |
| IIII | Flexibility and Responsiveness | 4 | 3 | 2 | 1 | | | | |
| IV | Monitoring Student Learning | 4 | 3 | 2 | 1 | | | 0.16 | |
| IV | Feedback | 4 | 3 | 2 | 1 | | | | |
| IV | Analysis, Reflection and Support | 4 | 3 | 2 | 1 | | | | |
| V | Continuous Improvement | 4 | 3 | 2 | 1 | | | | |
| V | Collaboration | 4 | 3 | 2 | 1 | | | 0.16 | |
| V | Communication | 4 | 3 | 2 | 1 | | | | |
| V | Conduct | 4 | 3 | 2 | 1 | | | | |
| V | Contributions | 4 | 3 | 2 | 1 | | | | |
| 45% | Progress toward Student Learning Outcome (SLO) goal 1 | 4 | 3 | 2 | 1 | | | 0.9 | |
| | Progress toward Student Learning Outcome (SLO) goal 2 | 4 | 3 | 2 | 1 | | | | |
| Student Feedback 5% | Progress on Student Feedback Action Steps | Exceeded goal | Met goal | Partially met goal | Did not meet goal | | | 0.1 | |

Left margin grouping: Teacher Practice / Student Learning

| Teacher Practice Rating Table | |
|---|---|
| Teacher Practice Points | |
| 1.00-1.40 | Below Standard |
| 1.41-2.40 | Developing |
| 2.41-3.40 | Professional |
| 3.41-4.00 | Exemplary |

| Student Learning Rating Table | |
|---|---|
| Student Learning Points | |
| 1.00-1.40 | Below Standard |
| 1.41-2.40 | Developing |
| 2.41-3.40 | Professional |
| 3.41-4.00 | Exemplary |

SESS Rating Scale

| | | Exemplary 4 | Professional 3 | Developing 2 | Below Standard 1 | Subtotal | Facto r | Final |
|---|---|---|---|---|---|---|---|---|
| | | Exceeded goal | Met goal | Partially met goal | Did not meet goal | | | #### |
| Pt. Feedback | Progress on Parent Feedback action Steps | | | | | #DIV/0! | 0.16 | |
| IIa | Promoting a positive climate | | | | | | | |
| IIb | Promoting student engagement | | | | | | | |
| IIc | Promoting appropriate standards of behavior | | | | | | | |
| IId | Promoting efficient routines | | | | | | | |
| IIIa | Planning service delivery is aligned with standards | | | | | #DIV/0! | 0.16 | |
| IIIb | Planning assessment and prevention/intervention | | | | | | | |
| IIIc | Selecting appropriate assessment and | | | | | | | |
| IVa | Delivery of services | | | | | #DIV/0! | 0.16 | |
| IVb | Leading students to construct new learning through | | | | | | | |
| IVc | Monitoring Student Learning | | | | | | | |
| Va | Formative and summative assessments for learning | | | | | #DIV/0! | 0.16 | |
| Vb | Assessment criteria and feedback | | | | | | | |
| Vc | Comprehensive data analysis, interpretation, and | | | | | | | |
| VIa | Engaging in growth to impact service and st. progress | | | | | ###### | 0.16 | |
| VIb | Collaborating to develop and sustain prof. learning envt. | | | | | | | |
| VIc | Communicating and collaborating with peers and | | | | | | | |
| VId | Conducting oneself as a professional | | | | | | | |
| Student Performance | | All or most students met or substantially exceeded the target(s) contained in the indicators. | Most students met the target(s) contained in the indicators within a few points on either side of the target. | 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. | A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. | | | #### |
| St. Feedback | Progress toward Student Learning Outcome (SLO) goal 1 | | | | | | | |
| | Progress toward Student Learning Outcome (SLO) goal 2 | | | | | | | |
| | Progress toward goal on Student Survey | Exceeded goal | Met goal | Partially met goal | Did not meet goal | #DIV/0! | 0.9 | |
| | | | | | | | 0.1 | |

| Student Learning Rating Scale | |
|---|---|
| Student Learning Points | |
| Below Standard | 1149 |
| Developing | 1-2.49 |
| Professional | 2.49-40 |
| Exemplary | 3.49+ |

| Teacher Practice Rating Form | |
|---|---|
| Teacher Practice Points | |
| 1-1.50 | Below Standard |
| 1-2.49 | Developing |
| 2.49-49 | Professional |
| 3-4 | Exemplary |

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# Using the Rating Scale

## Teacher Practice Related Indicators (50%)

1. Performance and Practice (40%): A summative rating based on the rubrics for professional practice is developed by averaging ratings for each indicator within the domains.

2. Parent Feedback (10%): The Parent Feedback rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

| 4 | Exceeded the goal | All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target. |
| 3 | Met the goal | All of the action steps identified in the goal-setting process have been fully implemented. |
| 2 | Partially met the goal | All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented. |
| 1 | Did not meet the goal | Few or none of the action steps identified in the goal-setting process have been implemented. |

## Student Learning Related Indicators:

1. Student Learning Objective(s) (45%): A summative rating based upon Indicators of Academic Growth and Development (IAGDS).

| 4 | All or most students met or substantially exceeded the target(s) contained in the indicators. |
| 3 | Most students met the target(s) contained in the indicators within a few points on either side of the target. |
| 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. |
| 1 | A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. |

2. Student Feedback (5%): The Student Feedback rating reflects the degree to which a teacher successfully reaches his/he Student Goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

| 4 | Exceeded the goal | All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target. |
| 3 | Met the goal | All of the action steps identified in the goal-setting process have been fully implemented. |
| 2 | Partially met the goal | All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented. |
| 1 | Did not meet the goal | Few or none of the action steps identified in the goal-setting process have been implemented. |

Final *Teacher Practice* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Teacher Practice rating is converted from a numerical score using the following table:

| Teacher Practice Rating Table | |
| --- | --- |
| Teacher Practice Points | |
| 1.00-1.40 | Below Standard |
| 1.41-2.40 | Developing |
| 2.41-3.40 | Professional |
| 3.41-4.00 | Exemplary |

Final *Student Learning* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Student Learning rating is converted from a numerical score using the following table:

| Student Learning Rating Table | |
| --- | --- |
| Student Learning Points | |
| 1.00-1.40 | Below Standard |
| 1.41-2.40 | Developing |
| 2.41-3.40 | Professional |
| 3.41-4.00 | Exemplary |

The *Summative Rating* is established using the Teacher Practice rating, the Student Learning rating, and the Summative Rating Matrix (next page).

## Summative Rating Matrix

**The Newtown Professional Growth Plan for 2015-16 utilizes the SEED summative rating matrix shown below.**

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

|  |  | *Teacher Practice Related Indicators Rating* | | | |
|---|---|---|---|---|---|
|  |  | **4** | **3** | **2** | **1** |
| *Student Outcomes Related Indicators Rating* | **4** | Rate Exemplary | Rate Exemplary | Rate Proficient | *Gather further information* |
|  | **3** | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
|  | **2** | Rate Proficient | Rate Proficient | **Rate Developing** | **Rate Developing** |
|  | **1** | *Gather further information* | **Rate Developing** | **Rate Developing** | Rate Below Standard |

# APPENDIX B

## Anderson's Taxonomy

1. **Remembering:** Retrieving, recalling, or recognizing knowledge from memory.
    - Producing definitions, facts or lists, or recite or retrieve material.

2. **Understanding:** Constructing meaning from different types of functions – written or graphic
    - Interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining

3. **Applying:** Carrying out or using a procedure
    - Executing or implementing
    - Learned material is used in products, like models, presentations, interviews or simulations.

4. **Analyzing:** Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to the overall structure or purpose.
    - Actions like differentiating, organizing, and attributing and being able to distinguish between components
    - Illustrated by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

5. **Evaluating:** Making judgments based on criteria and standards.
    - Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.

6. **Creating:** Putting elements together to form a coherent or functional whole
    - Reorganizing elements into a new pattern or structure through generating, planning, or producing.
    - Requires putting parts together in a new way or synthesize parts into something new; a different form or new product.

## Newtown's Taxonomy of Learning Domains

**Creating**

Can the student create a new product or point of view?

Assemble, Compose,
Construct, Design, Develop,
Formulate, Invent, Plan

**Evaluating**

Can the student justify a stand or decision?

Assess, Argue, Conclude,
Critique, Defend, Judge,
Select, Support

**Analyzing**

Can the student distinguish between the different parts?

Appraise, Compare, Criticize,
Deconstruct, Discriminate, Examine,
Experiment, Question, Test

**Applying**

Can the student use the information in a new way?

Demonstrate, Edit, Illustrate,
Interpret, Model, Operate,
Process, Solve, Use

**Understanding**

Can the student explain ideas or concepts?

Classify, Describe, Discuss,
Locate, Recognize, Summarize,
Paraphrase, Report, Select, Translate

**Remembering**

Can the student recall or remember the information?

Define, Duplicate,
Identify, List,
Recite,
Reproduce, State

# APPENDIX C

## Responsibility for Evaluation of Certified Personnel

| Position | Primary Responsibility | Cooperative Responsibility |
|---|---|---|
| Classroom Teacher, Instructional Specialist, Reading Consultant, School Counselors | Principal, Assistant Principal | Principal, Assistant Principal, Department Chairperson, Director of Music, Director of Guidance |
| Special Education Teacher, School Psychologist, Speech Therapist, Social Worker, Pupil Services Personnel | Director of Pupil Services, Special Education Supervisor | Principal, Assistant Principal |
| Department Chairperson | Principal, Assistant Principal | Principal, Assistant Principal |
| Assistant Principal | Principal | |
| Principal, Director of Pupil Services | Superintendent, Assistant Superintendent | Superintendent, Assistant Superintendent |
| Assistant Superintendent | Superintendent | |
| Superintendent | Board of Education | |

# APPENDIX D

## Connecticut Code of Professional Responsibility for Educators

(a) PREAMBLE

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

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

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

(b) Responsibility to the Student:

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

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;

(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;

(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

(D) Foster in students the full understanding, application and preservation of democratic principles and processes;

(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

(F) Assist students in the formulation of worthy, positive goals;

(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

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

(c) Responsibility to the Profession:

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

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

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

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

(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

(C) Promote the principles and ideals of democratic citizenship; and

(D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

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

(A) Respect the dignity of each family, its culture, customs, and beliefs;

(B) Promote, respond, and maintain appropriate communications with the family, staff and administration;

(C) Consider the family's concerns and perspectives on issues involving its children; and

(D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;

(B) Discriminate against students;

(C) Sexually or physically harass or abuse students;

(D) Emotionally abuse students; or

(E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

(A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;

(B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;

(C) Misrepresent his, her or another's professional qualifications or competencies;

(D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

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

(i) Code revision

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

Dianna Wentzel
*Commissioner of Education*

Sarah Barzee
*Chief Talent Officer*

Shannon Marimón
*Division Director, Bureau of Educator Effectiveness and Professional Learning*

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

## 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**

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

# Contents

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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. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* 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 2015* 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 2015 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.

## Calibration

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 2015* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.

# Introduction

**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 2015*.

E. **Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2015*, 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.

## Observation Process

The *CCT Rubric for Effective Service Delivery 2015* 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 SESS 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.

# Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2015

The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015* is completely aligned with the CCT. The *CCT Rubric for Effective Service Delivery 2015* 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 2015 | | 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 2015 — At a Glance

## Evidence Generally Collected Through Observations

▲ **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:*

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

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.

1c. Maximizing service delivery by effectively managing routines and transition.

▲ **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:*

3a. Implementing service delivery for 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.

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

## Evidence Generally Collected Through Non-classroom/Reviews of Practice

☆ **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:*

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

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

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

▲ **Domain 4: Professional Responsibilities and Leadership**

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

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

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

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 *In addition to the 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. The provider inconsistently attempts to promote positive social interactions among learners. | Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners. | Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills. |
| **Respect for learner diversity[2]** | Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences. | Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities. |
| **Environment supportive of intellectual risk-taking** | Creates or promotes a learning environment that discourages learners to take intellectual risks. | Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks. | Consistently creates or promotes a learning environment that encourages learners to take intellectual risks. | Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented. |
| **High expectations for learning** | Establishes and communicates few or unrealistic expectations for learners. | Establishes and communicates realistic expectations for some, but not all learners. | Establishes and communicates high but realistic expectations for all learners. | Creates opportunities for learners to set their own goals and take responsibility for their own growth and development. |

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.

# 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 *(at characteristics of Proficient plus one or more of the following)* |
|---|---|---|---|---|
| Communicating and reinforcing appropriate standards of behavior | Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning. | Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning. | Communicates and reinforces appropriate standards of behavior that support a productive learning environment. | Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior. |
| Promoting social and emotional competence[3] | Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions. | Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. | Encourages learners to independently apply proactive strategies[4] and take responsibility for their actions. |

3. Social competence 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).

4. Proactive strategies 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

*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.**[5]

| ATTRIBUTES | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY — All characteristics of Proficient, plus one or more of the following: |
|---|---|---|---|---|
| Routines and transitions appropriate to needs of learners | Implements and manages routines and transitions resulting in significant loss of service delivery time. | Implements and manages routines and transitions resulting in some loss of service delivery time. | Implements and manages effective routines and transitions that maximize service delivery time. | Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions. |

5. 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.

## DEVELOPING THOUGHTFUL LEARNERS

*Service providers design[6] academic, social/behavioral, therapeutic, crisis or consultative plans[7] 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 *As characteristics of Proficient plus one or more of the following* |
|---|---|---|---|---|
| Standards alignment | Designs plans that are misaligned with relevant Connecticut content standards[8] or discipline-specific state and national guidelines. | Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines. | Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. | Designs plans that enable learners to integrate relevant Connecticut content standards 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 learner data. | Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge. | Designs targeted and purposeful plans using multiple sources of data[9] to address learner needs and support an appropriate level of challenge. | Proactive in obtaining, analyzing and using data to guide collaborative planning. |
| Targeted and specific objectives for learners | Develops objectives that are not targeted or specific to the needs of learners. | Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners. | Develops objectives that are targeted and specific to the needs of all learners. | Plans include opportunities for learners to develop their own objectives. |

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

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

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

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

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.

| ATTRIBUTES | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY All characteristics of Proficient plus one or more of the following: |
|---|---|---|---|---|
| Strategies, tasks and questions | Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement. | Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement. | Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. | Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world. |
| Resources[10] and flexible groupings[11] and new learning | Selects or designs resources or groupings that do not actively engage learners or support new learning. | Selects or designs resources and groupings that actively engage and support some, but not all, learners. | Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways. | Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning. |

10. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, 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.

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

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[12] to identify and plan learning targets.**

| ATTRIBUTES | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY All characteristics of Proficient plus one or more of the following: |
|---|---|---|---|---|
| Selection of assessments and interpretation of results | Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Conducts information sessions with colleagues to enhance understanding of the assessment selection process. information obtained and development of learning plans. |
| Criteria for learner success | Does not identify appropriate criteria for assessing learner success. | Identifies general criteria for assessing learner success. | Identifies objective and measurable criteria for assessing learner success. | Integrates learner input into the plan for assessing learner success. |
| Ongoing assessment of learning | Does not plan for use of assessment strategies or methods to monitor or adjust service delivery. | Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery. | Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery. | Plans to engage learners in using assessment criteria to self-monitor and reflect on learning. |

12. 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

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[13] for learning.

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

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

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

# Domain 3: Service Delivery

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

**INDICATOR 3c: Assessing learning, providing feedback[14] and adjusting service delivery.**

| ATTRIBUTES | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY *All characteristics of Proficient plus one or more of the following:* |
|---|---|---|---|---|
| Criteria for learner success | Does not communicate criteria for academic or social/behavioral success. | Communicates general criteria for academic or social/behavioral success. | Communicates or models specific criteria for academic or social/behavioral success. | Integrates learner input in identifying criteria for individualized academic or social/behavioral success. |
| Ongoing assessment of learning | Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes. | Uses assessment strategies or methods that are partially aligned to intended academic or social/ behavioral outcomes. | Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavior-al outcomes at critical points throughout service delivery. | Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning. |
| Feedback to learner | Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes. | Provides general feedback that partially supports improvement toward academic or social/ behavioral outcomes. | Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes. | Encourages self-reflection or peer feedback that is specific and focused on advancing learning. |
| Adjustments to service delivery[15] | Adjustments to service delivery are not responsive to learner performance or engagement in tasks. | Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks. | Adjustments to service delivery are responsive to learner performance or engagement in tasks. | Engages learners in identifying ways to adjust their academic or social/behavioral plan. |

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

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

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

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

## Domain 4: Professional Responsibilities and Leadership

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

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

| ATTRIBUTES | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY (All characteristics of Proficient plus one or more of the following:) |
|---|---|---|---|---|
| Positive school climate | Does not contribute to developing and sustaining a positive school climate. | Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate. | Engages with colleagues, learners or families to develop and sustain a positive school climate. | Leads efforts within and outside the school to improve and strengthen the school climate. |
| Stakeholder[16] engagement | Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences. | Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders. | Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success. | Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development. |
| Culturally responsive communications[17] with stakeholders | Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders. | Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders. | Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community. | Leads efforts to enhance culturally responsive communications with stakeholders. |

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

17. 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.

# Newtown Public Schools

# Rubric for Effective Teaching

| Connecticut Common Core of Teaching (CCT) | | NPS - Rubric for Effective Teaching | | Generally Observed |
|---|---|---|---|---|
| Domain 1 | *Content and Essential Skills, which includes the Newtown District Curriculum and/or other appropriate Connecticut content standards must be demonstrated at the pre-service level, as a prerequisite to certification. | *Demonstration 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 observation |
| 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 observation |
| 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. |

May 16, 2016

*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[1] of all students.

| Attributes | Below Standard | Developing | Professional | Exemplary |
|---|---|---|---|---|
| | | | | *In addition to the characteristics of professional including 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. | There is no disrespectful behavior between students and/or when necessary, teacher or students appropriately correct one another. |
| • **Respect for student diversity[2]** | Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior. | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences. | Maintains a learning environment that is consistently respectful of all students' cultural, social/emotional developmental differences. | Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities. |
| • **Environment supportive of intellectual risk-taking** | Creates a learning environment that discourages students from taking intellectual risks. | Creates a learning environment in which some students are willing to take intellectual risks. | Creates a learning environment in which most students are willing to take intellectual risks. | Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students. |
| • **High expectations for student learning** | Establishes low expectations for student learning. | Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning. | Establishes and consistently reinforces high expectations for learning for all students. | Creates opportunities for students to set high goals and take responsibility for their own learning. |

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

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

May 16, 2016

*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 | Professional | Exemplary *In addition to the characteristics of proficient including 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 standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning. | Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning. | Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time. |
| • Promoting social competence[3] and responsible behavior | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior. | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies[4] and social skills and take responsibility for their actions. |

[3]Social competence: exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).
[4]Proactive strategies include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

May 16, 2016

*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.**[4]

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

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[4] Routines and transitions 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 classes to another.

May 16, 2016

*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[4] for all students**

| Attributes | Below Standard | Developing | Professional | Exemplary |
|---|---|---|---|---|
| | | | | *In addition to the characteristics of proficient including one or more of the following:* |
| • Content of lesson plan[7] is aligned with standards | Plans content that is misaligned with or does not address the Newtown District Curriculum and/or other appropriate Connecticut content standards.[8] | Plans content that partially addresses Newtown District Curriculum and/or other appropriate Connecticut content standards. | Plans content that directly addresses Newtown District Curriculum and/or other appropriate Connecticut content standards. | Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance. |
| • Content of lesson appropriate to sequence of lessons and appropriate level of challenge | Does not appropriately sequence content of the lesson plan. | Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge | Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge. | Plans to challenge students to extend their learning. |
| • Use of data to determine students' prior knowledge and differentiation based on students' learning needs | Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs. | Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students. | Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. | Plans for students to identify their own learning needs based on their own individual data. |

[4] 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.

[7] Lesson Plan – a purposeful planned learning experience.

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

May 16, 2016

## 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 2b. | Planning instruction to cognitively engage students in the content

| Attributes | Below Standard | Developing | Professional | Exemplary |
|---|---|---|---|---|
| | | | | *In addition to the characteristics of proficient including one or more of the following:* |
| • Strategies, tasks and questions cognitively engage students | Plans instructional tasks that limit opportunities for students' cognitive engagement. | Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement. | Plans instructional strategies, tasks and guiding questions that promote student cognitive engagement. This can be done through problem-solving, critical or creative thinking, discourse[9] or inquiry-based learning[10] and application to other situations. | Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation. |
| • Instructional resources[11] and flexible groupings[12] 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 new learning in the content area. | Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning. |

[9] 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 (texting, blogging, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

[10] 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.

[11] 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, brainteasers, 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.

[12] 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

*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[1] to monitor student progress**

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

[1] 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.

May 16, 2016

*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[14] for learning

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

[14] Content: discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

May 16, 2016

*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 | Professional | Exemplary |
|---|---|---|---|---|
| **Attributes** | | | | *In addition to characteristics of proficient including one or more of the following:* |
| • Strategies, tasks and questions | Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information. | Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry. | Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies. | Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information. |
| • Instructional resources[15] and flexible groupings | Uses resources and/or groupings that do not cognitively engage students or support new learning. | Uses resources and/or groupings that moderately engage students cognitively and support new learning. | Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections. | Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. |
| • Student responsibility and independence | Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners. | Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work. |

[15]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.

May 16, 2016

*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 student learning, providing feedback to students and adjusting instruction.

| | Below Standard | Developing | Professional | Exemplary |
|---|---|---|---|---|
| **Attributes** | | | | *In addition to the characteristics of proficient including one or more of the following:* |
| • Criteria for student success | Does not communicate criteria for success and/or opportunities for students to self-assess are rare. | Communicates general criteria for success and provides limited opportunities for students to self-assess. | Communicates specific criteria for success and provides multiple opportunities for students to self-assess. | Integrates student input in generating specific criteria for assignments. |
| • Ongoing assessment of student learning | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective. | Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes. | Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes. | Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning. |
| • Feedback[16] to students | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. | Provide feedback that partially guides students toward the intended instructional outcomes. | Provides individualized, descriptive feedback that is accurate and helps students advance their learning. | Encourages peer feedback that is specific and focuses on advancing student learning. |
| • Instructional adjustment[17] | Makes no attempts to adjust instruction. | Makes some attempts to adjust instruction that is primarily in response to whole group performance. | Adjusts instruction as necessary in response to individual and group performance. | Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work. |

[16]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.

[17]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.

May 16, 2016

*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.**

| | Below Standard | Developing | Professional | Exemplary |
|---|---|---|---|---|
| **Attributes** | | | | *In addition to the characteristics of proficient including one or more of the following:* |
| • **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** | Unwillingly accepts supervisor feedback and recommendations for improving practice. | Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited. | Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback. | Proactively seeks supervisor or peer feedback in order to improve a range of professional practices. |
| • **Professional learning** | Attends required professional learning opportunities but resists participating. | Participates in professional learning when asked but makes minimal contributions. | Participates actively in required professional learning and seeks out opportunities within and/or beyond the school to strengthen skills and apply new learning to practice. | Takes a lead and/or initiates opportunities for professional learning with colleagues. |

May 16, 2016

*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 | Professional | Exemplary |
|---|---|---|---|---|
| **Attributes** | | | | *In addition to characteristics of proficient including one or more of the following:* |
| • **Collaboration with colleagues** | Participates in required activities to review data but does not use data to adjust instructional practices. | Participates minimally with colleagues to analyze data and uses results to make minor adjusts to instructional practices. | Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning. | Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning. |
| • **Professional conduct** | Disregards ethical codes of conduct and professional standards. | Makes some attempts to act in accordance with ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Supports colleagues in exploring and making ethical decisions and adhering to professional standards. |
| • **Contributions to professional learning environment** | Does not contribute to the climate, culture, and/or learning environment of the school community. | Makes minimal contributions to the climate, culture, and/or learning environment of the school community. | Is a positive team player and contributes to the climate, culture, and/or learning environment of the school community. | Takes a lead and /or initiates contributions to the climate, culture, and/or learning environment of the school community. |

May 16, 2016

*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 | Professional | Exemplary |
|---|---|---|---|---|
| **Attributes** | | | | *In addition to characteristics of proficient including one or more of the following:* |
| • Positive school climate | Does not contribute to a positive school climate. | Makes minimal contributions to develop a positive school climate. | Engages with colleagues, students and families in developing and sustaining a positive school climate. | Leads efforts within and/or outside the school to improve and strengthen the school climate. |
| • Family and community engagement | Communicates minimally with families about student academic or behavioral performance to required reports and conferences. | Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications. | Communicates frequently with families about learning expectations and/or student academic or behavioral performance and develops positive relationships with families to promote student success. | Communicate proactively with families and/or engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development. |
| • Culturally responsive[18] communications | Demonstrates a lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community. | Communicates with families and the community in a culturally respectful manner. | Consistently communicates with families and the community in a culturally respectful manner. | Leads efforts to enhance culturally respectful communications with families and the community. |

[18]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.

May 16, 2016