

Woodbridge Board of Education WBOE  
Special Meeting  
Monday, March 10, 2014 7:00 PM

WBOE Special Meeting 7:00 PM March 10,  
2014 BRS Library Media Center Beecher Road  
School

## **Agenda**

- I. **Call to Order**
- II. **Review and Modify Educator Evaluation Plan**
- III. **Adjourn**

# CCT Instrument for Observation of Teacher Performance and Practice

## **CCT DOMAIN 2: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

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

- 2.a.** Creating a positive learning environment that is responsive to and respectful of the learning needs of students
- 2.b.** Promoting student engagement and shared responsibility for learning
- 2.c.** Promoting appropriate standards of behavior
- 2.d.** Maximizing instructional time by effectively managing routines and transitions

## **CCT DOMAIN 3: PLANNING FOR ACTIVE LEARNING**

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

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

## **CCT DOMAIN 4: INSTRUCTION FOR ACTIVE LEARNING**

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

- 4.a.** Implementing instructional content for learning
- 4.b.** Leading students to construct new learning through use of active learning strategies
- 4.c.** Monitoring student learning, providing feedback to students and adjusting instruction

## **CCT DOMAIN 5: ASSESSMENT FOR LEARNING**

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

- 5.a.** Formative and summative assessment for learning
- 5.b.** Assessment criteria and feedback to improve student performance and responsibility for learning
- 5.c.** Comprehensive data analysis, interpretation and communication

## **CCT DOMAIN 6: PROFESSIONAL RESPONSIBILITIES AND TEACHER LEADERSHIP**

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

- 6.a.** Engaging in continuous professional growth to impact instruction and student learning
- 6.b.** Collaborating to develop and sustain a professional learning environment to support student learning
- 6.c.** Communicating and collaborating with colleagues, students and families to develop and sustain a positive school climate and support student learning
- 6.d.** Conducting oneself as a professional



# **Woodbridge**

School District

## **Educator Evaluation and Professional Learning Plan**

~ ~~April 2013~~ ~  
**March 2014**

# WOODBIDGE SCHOOL DISTRICT

## Board of Education

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**Note: Names of previous members of the Board of Education have been replaced with current members.**

## Superintendent of Schools

Gaeton F. Stella, PhD

## 2013-2014 Education Evaluation and Professional Development Committee

Gaeton F. Stella, PhD	Superintendent
Sheila Haverkamp	Director of Special Services
Gina M. Prisco	Principal Beecher Road School
Nancy White	Assistant Principal, Beecher Road School
Sandra Simowitz	WEA Representative/Teacher
Doreen Merrill	WEA Representative/Teacher
Joanne Giaquinto	WEA Representative/Teacher
Barbara Jean Ahearn	Teacher
Elizabeth Belisle	Teacher
Kristine Hart-Rooney	Teacher
Monique MacDonald	Teacher
Michelle Shepard	Teacher
Dr. Caron Stebinger	Teacher
Shannon Wyman	Teacher
Kayla Widmeyer	School Psychologist

**Note: Names of previous members of the Educator Evaluation committee have been replaced with current members.**

\* The Woodbridge Teacher Evaluation and Development Plan will be reviewed annually.

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## **WOODBRIAGE SCHOOL DISTRICT**

### **VISION STATEMENT**

Vision of the Woodbridge School District: To become a high performing school district that provides a nurturing and stimulating learning environment that values achievement, creativity, respect, personal integrity, and engenders in children a love of learning.

#### **Beliefs**

- Students are capable of making decisions and accepting consequences of those decisions.
- Students can identify appropriate resources to support their learning.
- Students are capable of mastering basic skills necessary for participation in an ever-changing society.
- Students are capable of learning at high levels.
- Students learn in a variety of ways.
- Students need opportunities to learn responsibility in a variety of roles.
- Learning is a life long process.
- Diversity enhances life.

# Educator Evaluation and Professional Learning Plan

## Introduction

This document outlines a model for the evaluation and development of teachers in the Woodbridge School District. It is based on the Connecticut Guidelines for Educator Evaluation, Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.). The plan will serve as validation of teacher competencies and provide support to faculty in the attainment of state and district goals. The entire evaluation process should be viewed as a cooperative undertaking of professionals who are striving to achieve the stated purposes of the evaluation system, the most important of which are the improvement of instruction and enhancement of student learning. Educators will be supported and acknowledged for their growth, improvement and contributions.

The Plan is organized into three phases: the Induction Phase for first and second year teachers/initial year in district, the Continuous Professional Growth Phase for experienced teachers who received ratings of *accomplished or exemplary*, and the Structured Assistance Phase for teachers who have received ratings of *developing or below standard*.

*\*Note: In the 2013-14 school year teachers previously in the Continuous Growth Phase will start the evaluation process in that category ~~be considered Accomplished~~. First and Second year Teachers and teachers new to Woodbridge will start the evaluation process in the Induction Phase ~~be evaluated in the Induction Phase~~.*

*\*Note: For state reporting purposes, the word “accomplished” will be replaced by the word “proficient”.*

## **Purpose and Rationale of the Evaluation System**

Research has proven that no school-level factor matters more to students’ success than high-quality teachers. When teachers succeed, students succeed. To support teachers, Woodbridge clearly defines excellent practice; gives accurate, useful information about teachers’ strengths and development areas; and provides opportunities for professionals to advance their practice. Collaboration between teachers and administrators is integral in creating a culture and learning climate in which all educators become reflective practitioners in order to improve student learning and encourage creativity and innovation.

## **Core Design Principles**

The following principles guided the design of the teacher model:

- *Consider multiple, standards-based measures of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher’s performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based standards:

The Common Core State Standards (CCSS), The Connecticut Common Core of Teaching (CCT) (See Appendix A), The Connecticut Framework K-12 Curricular Goals and Standards, ~~The CMT/CAPT Assessments~~<sup>†</sup>, Connecticut Code of Professional Responsibility for Teachers (See Appendix B) and locally-developed curriculum standards.

~~<sup>†</sup>**Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.~~

~~**Connecticut Academic Performance Test (CAPT):** The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.~~

- *Promote both professional judgment and consistency*  
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and to support fairness and consistency within and across schools.
- *Foster dialogue about student learning*  
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*  
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Woodbridge Educator Evaluation Plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

## Overview of the Process

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

**1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- (a) **Observation of teacher performance and practice (40%)** which is defined in the Common Core of Teaching rubrics.
- (b) **Parent feedback (10%)** on teacher practice through surveys

**2. Student Outcomes Related Indicators:** an evaluation of the teacher's contribution to student academic progress, at the school and classroom levels in alignment with district goals. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO)
- (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators or **student feedback (5%)** through student surveys

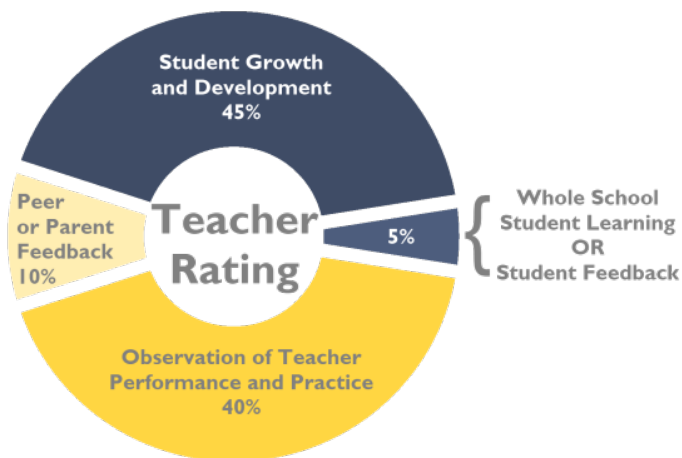
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. The performance levels are defined as:

**Exemplary** – Substantially exceeding indicators of performance

**Accomplished** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance



## Teacher Evaluation Process and Timeline

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

Orientation      Goal Setting and Planning      Mid-year check-in      End of Year Review



September 30<sup>th</sup>

October 30<sup>th</sup>

January 30<sup>th</sup>

May 30<sup>th</sup> (self-assessment)

By or before mid-June

June 10<sup>th</sup> (conference)

End of school year

### Goal-Setting and Planning

Timeframe: **September 30<sup>th</sup>** (Orientation); **October 30<sup>th</sup>** (Reflection and Goal Setting)

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in the teacher practice goal and student learning objectives (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results to draft **two one** proposed student learning objective (SLO) goal as measured by **multiple** Indicators of Academic Growth and Development (IAGDs). The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. The teacher will develop one performance and practice/professional learning goal to focus evidence collection in observations.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals in order to arrive at mutual agreement. The evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

## Mid-Year Check-In

Timeframe: **January 30th**

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

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

## End-of-Year Summative Review

Timeframe: **May 30<sup>th</sup>** By or before mid-June (Self- Assessment) and **June 10<sup>th</sup>** End of School Year (End-of Year Conference)

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation and before **June 10<sup>th</sup>** the end of the school year.

## Summary of Plan

According to the provisions of the plan, all teachers participate in the annual evaluation process. The design of each teacher's plan reflects individual needs, years of experience, and evaluator approval. An outline of the core elements of the plan is provided below. Detailed explanations of the plan's expectations and options follow.

### Required of all teachers annually

- Orientation with Administrator by September 30<sup>th</sup>
- Goal-Setting: Teachers submit ~~two~~ **one** proposed goal; a Student Learning Objective(SLO) with **multiple** Indicators of Academic Growth and Development –IAGD (student growth and development 45%) with performance measures linked to student learning, ~~and one performance and practice/professional learning goal~~ for approval by October 30<sup>th</sup>
- Teachers will provide evidence of supporting the achievement of the whole school parent feedback goal
- Mid-year conference goal update with evaluator by January 30<sup>th</sup>
- Self-reflection submitted to evaluator by ~~May 30<sup>th</sup>~~ **mid-June**.
- End of year goal conference
- Formal in class observations
- **Informal Observations**
- Preliminary summative assessment with conference by ~~June 10<sup>th</sup>~~ **end of school year** to be finalized in September following reporting of state standardized assessment.

### Teachers New to Woodbridge (First or Second Year in Woodbridge)

- Orientation by September 30<sup>th</sup>
- Teacher assigned a mentor by September 15<sup>th</sup>
- Initial goal setting conference by October 30<sup>th</sup>
- Formal observations: focused, site-based observations (at least 3 per year), with pre- and post- conference, with timely written and verbal feedback
- Informal observations and feedback by evaluator
- Mid-year conference goal update with evaluator by January 30<sup>th</sup>
- Self-reflection submitted to evaluator by ~~May 30<sup>th</sup>~~ **mid-June**
- End of year goal conference
- Preliminary summative assessment with conference by ~~June 10<sup>th</sup>~~ **end of school year** to be finalized in September following reporting of state standardized assessment **when appropriate**.

### Experienced Teachers (More than Two Years in Woodbridge)

#### Continuous Growth Phase (Teachers who have received ratings of *Accomplished* or *Exemplary*)

- Initial goal setting conference by October 30<sup>th</sup>
- ~~Observations – three formal, including at least one in-class observation (with pre and post conference) and one review of practice with feedback, the third observation to be determined by administrator)~~ **Observations - one formal, in-class observation (with pre- and post- conference)**

two informal observations (2013-14) and three informal observations (beginning 2014-15) to include at least one review of practice annually with feedback

- Informal observation(s) and feedback by evaluator as appropriate
- Mid-year conference goal update with evaluator by January 30<sup>th</sup>
- Self-reflection submitted to evaluator by May 30<sup>th</sup> mid-June
- End of year goal conference
- Preliminary summative assessment with conference by June 10<sup>th</sup> end of school year to be finalized in September following reporting of state standardized assessment when appropriate.

## **Structured Assistance (Teachers who have received ratings of *Developing* or *Below Standard*)**

A written improvement plan will include:

- Statement of deficiency or concern
- Expectations for performance improvement
- Peer/mentor support as needed
- Timeline for improvement and assessment
- Observations- a minimum of three in class formal, at least two of the three must include pre-conference, and all must include post-conference with timely written and verbal feedback

## **Structured Assistance Phase For Developing/Below Standard Overview of the Phase**

The Structured Assistance phase is intended to assist the developing/below standard educator who is having difficulty consistently demonstrating effectiveness.

Staff members assigned to the Structured Assistance Phase will work cooperatively with their supervisors to develop and implement an individualized remediation plan designed to assist the staff member in meeting expectations.

The Structured Assistance Phase will include sufficient opportunities for the staff member to obtain assistance from peers and supervisors and/or participate in special training that is purposefully designed to improve specific areas of performance concerns.

The staff member shall be advised by the supervisor to discuss placement in the Structured Assistance Phase with a representative of the Woodbridge Education Association (WEA). The staff member has a right to WEA representation in all subsequent meetings.

Who: Teachers who received ratings of *developing* or *below standard*

Support: Supervisor and other district professionals

Focus: The Structured Assistance Plan should be based on the identified performance deficiencies and aligned with the CCT and the Connecticut Code of Professional

Responsibilities for Teachers. The plan should focus on the improvement of student learning.

The plan is designed by the teacher in consultation with and approved by their supervisor. The plan should meet the needs of the individual teacher, the school and the district.

## Resolution of Difference

### Dispute-Resolution Process

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

### Notice of Concern

The granting of tenure in the Woodbridge School District indicates that a staff member has demonstrated competence as defined by the standards of the *Connecticut Common Core of Teaching* and the *Connecticut Code of Professional Responsibility for Teachers*. The district recognizes that circumstances may arise which result in a tenured staff member performing unsatisfactorily in one or more areas. At any point during the school year, if a supervisor determines that a tenured staff member's performance is less than satisfactory in one or more areas, these concerns will be promptly discussed with that staff member, and may result in an addendum of action steps related to the area of concern to the teacher's professional growth plan. The addendum will include:

- ❖ Expectations of outcome
- ❖ Methods of support
- ❖ Timeline (suggested 30- 45 working days)

Failure to successfully address the concern(s) will result in placement in the Professional Assistance Phase.

### Confidentiality

All evaluative reports are strictly confidential. The evaluator and the teacher will sign one copy of the evaluation report, which will be placed in his/her personnel file.

# Connecticut Framework For Educator Evaluation and Support

**NOTE: Common Core Teaching rubrics to be included when developed by the Connecticut State Department of Education**

## **TEACHER PRACTICE RELATED INDICATORS**

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

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

#### **Observation Process**

##### **Pre-conferences and Post-conferences**

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

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

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

##### **Non-Classroom Reviews of Practice**

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the CCT rubrics all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

## Informal Observations

Non-scheduled observations that last at least 15 minutes and are followed by written and verbal feedback. The intent of the follow-up conversation is to provide an opportunity to discuss professional practice.

## Feedback

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

Feedback should include:

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

Written Feedback may include an email correspondence, a comprehensive write-up and/or a note in educator's mailbox.

Verbal Feedback may include a brief face-to-face conversation or a post-conference.

## **Teacher Performance and Practice Goal-Setting**

~~Teachers develop one performance and practice goal. These goals provide a focus for the observations and feedback conversations. At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *accomplished* or *exemplary* on the Woodbridge Educator Evaluation and Development Plan.~~

## **Teacher Performance and Practice Scoring**

### Individual Observations

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

appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

### Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The evaluator in a three-step process will calculate the final teacher performance and practice rating:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the six domains of teacher performance.
- 2) Average indicators within each domain based on evidence collected.
- 3) Evaluator averages domain scores to calculate an overall rating.

### **Category #2: Parent Feedback (10%)**

Feedback from parents will be used to help determine the remaining 10%.

The process described below focuses on:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining school-level parent goal(s) based on the survey feedback;
- (3) identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

#### 1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available.

#### 2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 1-2 improvement goals for the entire school.

### 3. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets.

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

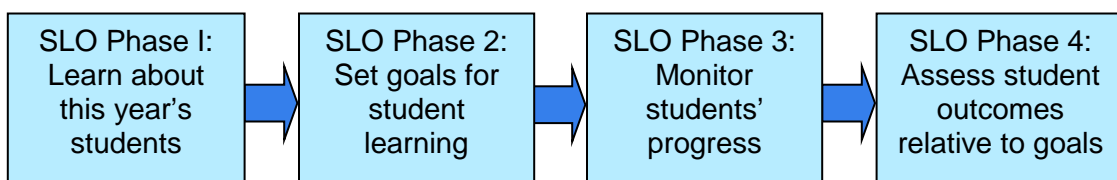
## **STUDENT OUTCOMES RELATED INDICATORS**

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

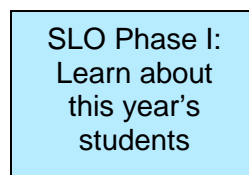
#### ***Overview of Student Learning Objectives (SLOs)***

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, we will ask teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

~~The educator and administrator must agree on the weighting of the indicators used for assessing student achievement. Each educator will write two SLOs.~~

Each teacher will create one SLO based on non-standardized assessment for the 2013-14 and the 2014-15 school years. Each SLO will be supported by multiple IAGD's. This SLO will count for 45% of the final rating. During the 2014-15 school year or when state standardized testing plan for reporting student data is available the plan will be reviewed to include appropriate use of standardized assessment data.

Woodbridge uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

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

#### Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. The SLOs reflect high-expectations for student learning – at least should reflect high expectations for student a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes.)

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

SLO Phase 2:  
Set goals for  
student  
learning

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. The SLO must include **multiple indicators of academic growth and development** and address a significantly proportionate amount of their total student population.

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

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

**Sample SLO-Standardized IAGD(s)**

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>multiple</i> )
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	<ol style="list-style-type: none"><li data-bbox="820 1207 1472 1381">1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.</li><li data-bbox="820 1413 1472 1549">2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.</li></ol>

Step 3: Provide Additional Information

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and

- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. **Mutually agreed upon SLOs shall be written to align with district goals.**

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

**SLO Approval Criteria**

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

SLO Phase 3:  
Monitor students’ progress

Once SLOs are approved, teachers should monitor students’ progress towards the objectives. They can, for example, examine student work products, 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.

If a teacher’s assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4:  
Assess student outcomes relative to goals

At the end of the school year, the teacher should collect the evidence required by their indicators 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 outcomes by responding to the following four statements:

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

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

<b>Exceeded (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	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.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

***Whole-School Student Learning Indicator***

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

## Summative Educator Evaluation Rating Scoring

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

**Rating Table**

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

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

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

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

**Rating Table**

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

**Use the Summative Matrix to determine Summative Rating**

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

<i>Teacher Practice Related Indicators Rating</i>				
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
<b>Exemplary</b>	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
<b>Accomplished</b>	Accomplished	Accomplished	Accomplished	<i>Gather further information</i>
<b>Developing</b>	Accomplished	Developing	Developing	<b>Below Standard</b>
<b>Below Standard</b>	<i>Gather further information</i>	<b>Below Standard</b>	<b>Below Standard</b>	<b>Below Standard</b>

Determine a Summative Rating by totaling all points received

**Summative Rating Table**

Combined Points	Final Rating
100-161	Below Standard
162-253	Developing
254-349	Proficient
350-400	Exemplary

Adjustment of Summative Rating Summative ratings must be completed for all teachers by **June 10<sup>th</sup>** the end of a given school year. **Should** **When** state standardized testing is used and data is not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15 **or thirty days after data becomes available to the evaluator.** These adjustments should inform goal setting in the new school year.

Determine a Summative Rating by totaling all points received

**Summative Rating Table**

Combined Points	Final Rating
100-161	Below Standard
162-253	Developing
254-349	Proficient
350-400	Exemplary

## **DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS**

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *accomplished* 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 *accomplished* ratings in years three and four.

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.

## **EVALUATOR TRAINING, MONITORING AND AUDITING**

The district will provide comprehensive training and support to district administrators and evaluators in implementing the revised educator evaluation plan. Training from the RESCs, identified by the CSDE in providing support to member districts, and other resources will be employed to ensure the proficiency of evaluators in conducting teacher evaluations.

## EVALUATION-BASED PROFESSIONAL LEARNING

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Utilizing the Woodbridge School District's Professional Learning Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. Professional learning opportunities will be provided for teachers based on their individual strengths and weaknesses identified through 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 in alignment with the district vision and goals.

## CAREER DEVELOPMENT AND GROWTH

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

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

# Appendix A

Teacher Practice Framework: **Connecticut Common Core of Teaching (CCT)**

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

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

## **Domains of Teacher Performance**

Domain 1: Content and Essential Skills: Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

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

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

Domain 3: Planning for Active Learning: Teachers plan instruction in order to engage students in rigorous and relevant learning and to improve their curiosity about the world at large.

Domain 4: Instruction for Active Learning: Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 5: Assessment for Learning: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6: Professional Responsibilities and Teacher Leadership: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Rubrics are currently being developed by the CSDE that will use **four performance levels with the following labels**:

<b>Exemplary (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
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# Appendix B

## Connecticut Code of Professional Responsibility for Educators

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

#### (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.

Stefan Pryor

*Commissioner of Education*

Nancy L. Pugliese

*Chief, Bureau of Educator Standards and Certification*

## Appendix C

**Click below to access the CCT Rubrics**

[CCT Rubric for Effective Teaching](#)



# CONNECTICUT STATE DEPARTMENT OF EDUCATION

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



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

Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol each teacher is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model [www.connecticutseed.org](http://www.connecticutseed.org).

The CCT Instrument will be used by trained and proficient evaluators to observe a teacher, including the following processes:

- A. Pre-Conference: Before each observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
- B. Observation: The observation of practice may include formal or informal in-class observation, non-classroom observations or reviews of practice.
- C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis: The evaluator analyzes the observation and other documentation for either formal or informal observations or reviews of practice and records the information as necessary and identifies the applicable performance descriptors contained in the CCT rubric.
- E. Ratings: Based on the training guidelines and decision rules for the CCT Instrument, the evaluator will provide domain level ratings and an overall rating.

The CCT rubric was developed with input from a team of regional educational service center instructional experts, practitioners and a team of CSDE assessment experts. It is based on the CCT competencies adopted by the State Board of Education in February 2010. The rubric focuses upon Domains 2 through Domains 6 of the original CCT competencies. Domain 1, Content and Essential Skills, **which includes the Common Core State Standards (CCSS) and/or state and national content standards is intended for demonstration at the pre-service level, as a pre-requisite to certification, but is also reflected and embedded in this rubric in the planning, instruction, assessment and professional responsibilities domains.** Because teaching is a complex, integrated activity, to develop this rubric, the domain indicators from the original CCT have been consolidated or reorganized for purposes of describing essential and critical aspects of a teacher's performance. The CCT rubric represents the criteria in which evaluators will be trained to describe the level of performance observed. NOTE: for the evaluation of non-classroom based educators such as intervention specialists, special service providers and others, an appendix to the rubric will be developed to address the performance criteria to guide the evaluation of these educators.

Accurate and reliable evaluation of these competencies and indicators can only be achieved through careful, rigorous training and demonstrated proficiency that build upon the experience base and professional judgment of the educators who use this instrument. The CCT Rubric should never be used without the grounding provided by experience and training. As part of the training, evaluators will be provided sample performances and artifacts, and decision rules to guide their ratings. The CCT Instrument is not a checklist with predetermined points. Rather it is a tool that is combined with training to ensure consistency and reliability of the observational evaluation decisions.

The CSDE will conduct pilot and validation studies of the CCT Instrument during the 2013-14 school year and thereafter to ensure technical sufficiency and legal defensibility. Data from these studies will inform further revision to the CCT Instrument and training of evaluators.

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Rapport and positive interaction</li> <li>• Respectful of student diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating negative interactions or lack of interactions between teacher and students</li> <li>• Demonstrating disrespect toward the diversity of students and their learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing rapport and positive interaction with some but not all students</li> <li>• Establishing a learning environment that is respectful of students' cultural and developmental differences but does not reinforce respect for diversity among students</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining rapport and positive interactions with students and promoting expectations that they are respectful of one another</li> <li>• Maintaining a learning environment that is respectful of students' cultural and developmental differences and reinforces expectations that students are respectful of one another's differences</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Involving learners in promoting a respectful learning environment</li> <li>• Using and incorporating the diversity of students' differences to enrich learning opportunities</li> </ul>

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Shared responsibility for learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are consistently not engaged and few attempts are made to re-engage them</li> <li>• Creating a learning environment in which students are reluctant to take intellectual risks or interact with teacher and other students</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are not engaged and attempts are made to re-engage them</li> <li>• Creating a learning environment in which students take some intellectual risks and/or interact positively with one another</li> </ul>	<ul style="list-style-type: none"> <li>• Students are consistently engaged in learning</li> <li>• Creating a learning environment in which students are willing to take intellectual risks and share responsibility for learning</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Encouraging students to question or challenge ideas presented by the teacher or other students</li> </ul>

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

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

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p><b>2.d. Maximizing instructional time by effectively managing routines and transitions</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Time spent on routines and transitions appropriate to the purpose and the needs of the students</li> </ul>	<ul style="list-style-type: none"> <li>Loss of significant instructional time due to ineffective management of routines or transitions</li> </ul>	<ul style="list-style-type: none"> <li>Losing some instructional time due to ineffective planning or management of routines or transitions</li> </ul>	<ul style="list-style-type: none"> <li>Maximizing instructional time by establishing and effectively managing routines and transitions</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Students independently facilitate and engage in routines and transitions</li> </ul>

## CCT DOMAIN 3: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.a. Planning of instructional content is aligned with <b>standards, builds on students' prior knowledge and provides for appropriate level of challenge</b></p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Content aligned with standards with coherent progression</li> <li>• Determination of students present level of knowledge and skills</li> <li>• Differentiation based on students' learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning instruction that lacks alignment with <b>CCSS and/or other appropriate content standards</b>, or lacks coherent sequence of knowledge, skills or concepts</li> <li>• Using general curriculum goals with limited attention to student assessment data to guide planning</li> <li>• Differentiation <b>and level of rigor</b> of instruction are not based on student data</li> </ul>	<ul style="list-style-type: none"> <li>• Planning instruction in alignment with <b>CCSS and/or other appropriate content standards</b>, lacks coherent sequencing, <b>depth of knowledge</b> or connections between knowledge, skills or concepts across lessons or units</li> <li>• Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning</li> <li>• Differentiation <b>and level of rigor</b> of instructional content are based primarily on data of group needs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning instruction in alignment with <b>CCSS and/or other appropriate content standards, that has a coherent progression, depth of knowledge</b> and connects and integrates knowledge, skills, concepts <b>and anticipates misconceptions</b></li> <li>• Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning</li> <li>• Differentiation <b>and level of rigor</b> of instructional content are based on data of group and individual students' needs</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance</li> <li>• Engaging students in identifying their own learning needs to individualize instruction</li> </ul>

*Text in RED is intended to reflect CCSS connections.*

## CCT DOMAIN 3: Planning for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.b. Planning instructional strategies to actively engage students in the content</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Strategies, tasks and questions</li> <li>Resources, technology and flexible groupings</li> <li>Literacy through the content areas</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing instructional <b>strategies, tasks and questions</b> that focus on <b>low cognitive demand or recall of information</b> providing students with an <b>inappropriate level of challenge</b> and few opportunities for problem-solving or critical thinking</li> <li>Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes</li> <li>Planning instruction that lacks design of strategies for teaching literacy through the content area</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for <b>problem-solving and critical thinking at an appropriate level of challenge</b></li> <li>Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes</li> <li>Planning instruction that includes some strategies for teaching literacy through the content area which may not assist students in accessing or understanding the content</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and designing instructional strategies, tasks and questions that build to higher order knowledge and skills and <b>lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge</b></li> <li>Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom</li> <li>Planning instruction that consistently includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Selecting and designing resources that extend learning opportunities beyond the classroom or school and provide for opportunities for <b>interdisciplinary, real world, career or global connections</b></li> </ul>

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.c. Selecting appropriate assessment strategies to monitor ongoing student progress</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Formative assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing lesson-based assessments that insufficiently measure progress towards or attainment of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing lesson-based assessment strategies that at times do not measure progress towards or attainment of the learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing lesson-based assessment strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Selecting and designing performance-based assessments that enable students to generalize learning to new contexts</li> </ul>

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## CCT DOMAIN 4: Instruction for Active Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.a. Implementing instructional content for learning</p> <p>Attributes:</p> <ul style="list-style-type: none"> <li>• Instructional purpose aligned with standards</li> <li>• Content coherence within and across instruction</li> <li>• Literacy through the content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing instruction that lacks clarity of purpose, <b>academic language</b> and lacks alignment with <b>CCSS and/or other appropriate content standards</b></li> <li>• Implementing instruction that lacks a <b>coherent sequence and appropriate depth of knowledge, skills or concepts</b></li> <li>• Implementing instruction that provides few opportunities for students to engage in literacy through the content area</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing instruction that lacks some clarity of purpose <b>and academic language</b> or has limited alignment with <b>CCSS and/or other appropriate content standards</b></li> <li>• Implementing instructional content that at times lacks a <b>coherent progression and appropriate depth of knowledge, skills or concepts</b></li> <li>• Implementing instruction that provides some opportunities for students to engage in literacy through the content area which may not assist students in accessing or understanding the content</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing instruction that has a clear purpose <b>and academic language</b> that aligns with <b>CCSS and/or other appropriate content standards</b>, that students can articulate</li> <li>• Implementing instructional content that has a <b>coherent progression and appropriate depth of knowledge, skills or concepts to advance learning</b></li> <li>• Implementing instruction that consistently includes explicit teaching of literacy through the content area that supports students' content knowledge</li> </ul>	<p><i>In addition to characteristics of proficient.</i></p> <ul style="list-style-type: none"> <li>• Students can explain how the learning is situated within a broader learning context/curriculum</li> </ul>

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## CCT DOMAIN 4: Instruction for Active Learning

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

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

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## CCT DOMAIN 4: Instruction for Active Learning

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

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

## CCT DOMAIN 5: Assessment for Learning

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p><b>5.a. Formative and summative assessment for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Formative and summative assessments aligned with curricular standards</li> <li>Connections between assessment results and the broader curricular standards</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessments that are frequently misaligned between measurement of students' knowledge, skills and concepts in the broader curricular standards</li> <li>Insufficiently using assessment results in alignment with <b>CCSS and/or other appropriate content standards</b> to inform planning and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessments to measure students' cumulative knowledge, skills and concepts in the broader curricular standards</li> <li>Beginning to make connections between the assessment results in alignment with <b>CCSS and/or other appropriate content standards</b> and the achievement of the broader curricular standards to inform planning and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of formative and summative assessments and strategies to provide multiple measures of cumulative knowledge, skills and concepts in the broader curricular standards</li> <li>Making connections between the assessment results in alignment with <b>CCSS and/or other appropriate content standards</b> and the achievement of the broader curricular standards to inform planning and instruction</li> </ul>	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Modifying assessments to meet the needs of students and value the diversity of ways in which they learn</li> </ul>

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p><b>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</b></p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Student use of assessment criteria</li> <li>Summative or cumulative feedback for learning</li> </ul>	<ul style="list-style-type: none"> <li>Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to students</li> <li>Providing insufficient opportunities for students to use criteria to self-assess work and assume responsibility for their own learning</li> <li>Providing feedback on summative and cumulative progress that is not individualized or descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using academic and behavioral assessment criteria that are generally clear, descriptive, aligned with learning outcomes but may not be communicated to students prior to assignments/assessments</li> <li>Providing some opportunities for students to use criteria to self-assess work and assume responsibility for their own learning</li> <li>Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance for improvement toward learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using academic and behavioral assessment criteria that are consistently clear, descriptive, aligned with learning outcomes and communicated to students prior to assignments/assessments</li> <li>Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning</li> <li>Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards learning goals</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Involving students in developing assessment criteria</li> <li>Students provide rationale for self-assessment results</li> <li>Students analyze their own results and progress toward achieving learning goals</li> </ul>

Text in RED is intended to reflect CCSS connections.



## CCT DOMAIN 5: Assessment for Learning

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

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

## CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.a. Engaging in continuous professional growth to impact instruction and student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Reflection and self-evaluation to analyze practice and impact on student learning</li> <li>• Response to feedback</li> <li>• Learning opportunities to enhance skills and student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning</li> <li>• Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice</li> <li>• Participating in required professional learning that is limited to attendance at required sessions or opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on and self-evaluating practice and student learning but lacks depth of analysis</li> <li>• Responding constructively to supervisor or peer feedback and recommendations for professional growth</li> <li>• Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning</li> <li>• Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration</li> <li>• Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs</li> </ul>

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Contribution to school improvement processes</li> <li>• Collaboration with colleagues and administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Participating with colleagues but minimally contributing to school improvement initiatives</li> <li>• Collaborating with colleagues in limited ways or when required to plan and engage in professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Participating on school or district committees and in activities as required and beginning to engage in implementation of the school improvement initiatives</li> <li>• Collaborating with colleagues and administrators to engage in professional learning that is team-based, job-embedded, sustained over time and <b>aligned with CCSS and/or other appropriate content standards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Participating proactively with colleagues and administrators to develop and implement school or district improvement initiatives</li> <li>• Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and <b>aligned with CCSS and/or other appropriate content standards</b></li> </ul>	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Leading and facilitating colleagues in efforts to develop school and district improvement initiatives</li> <li>• Facilitating or coaching others in professional learning to improve practice and providing others with constructive feedback</li> </ul>

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## CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

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

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