

Curriculum Subcommittee Meeting
Wednesday, April 3, 2013 5:30 PM Eastern

Central Services
15-B North Granby Road
Granby, CT 06035

- I. Curriculum Director's Monthly Report
- II. Teacher/Administrator Evaluation Plan
- III. Student Discipline Policy
- IV. Gifted & Talented
- V. Other

Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: April 3, 2013

Professional Development:

- Teacher Leadership Academy I and II – Teacher Leadership Academy is a learning opportunity for aspiring leaders to understand the leadership roles in instruction and school improvement as a part of a system. Each Cohort meets once per month. Cohort I is facilitated by a different administrator monthly (March was Anna Forlenza-Bailey – the topic was The Many Dimensions of School Level Leadership), while cohort two is facilitated by Alan and Diane (the topic was a continuation of exploring their theories of action and problems of practice).
- Open Choice Book Club – Dream Keepers – Final Discussion
- MS Math Department – Full day coaching with Peggy Neal, CREC consultant regarding planning and scaffolding of unit delivery for CCSS math units.
- TEAM Support session – Fourth and final session of the year – focus CCSS
- ASCD – Chicago – One to One Computing, CCSS and Teacher Evaluation resources obtained

Curriculum:

Each of the core curriculum committees will meet for three full days during the 2012-2013 school year beginning in late October, followed by our three day summer curriculum writing institute in June.

Curriculum Goals:

- Develop rigorous math units of instruction aligned to the CCSS (Completing 3 per year)
- Analyze vertical alignment, scaffolding content and skills
- Identify resources and materials to match CCSS units of instruction for math

- Math – Met for one day, continued work on unit development, performance assessments and rubrics aligned to CCSS.

Curriculum Goals:

- Science – Develop rigorous units of instruction that incorporate inquiry (completing 3 per year)
- Infuse CCSS into unit development
- Identify resources and materials to enhance inquiry
 - Science – Met for one day, continued work on unit development, performance assessments, rubrics and performance tasks.

Intervention Implementation Update:

- Professional Development – LLI (Leveled Literacy Training follow up took place this month)
- Communication – Ongoing as necessary

Other Committee Work:

- Teacher Supervision and Evaluation Committee met for a half day to make edits to the document, complete support and appeals for review, create presentation for Board and continue to plan for communication and roll out.

- Additional Teacher Evaluation day with a sub group for edits and revisions
- Additional Leadership Evaluation day with consultant to draft document components.
- TEAM Coordinating Committee – Final revision to TEAM plan made for submission to the state
- GPC – Ongoing planning towards silent auction.

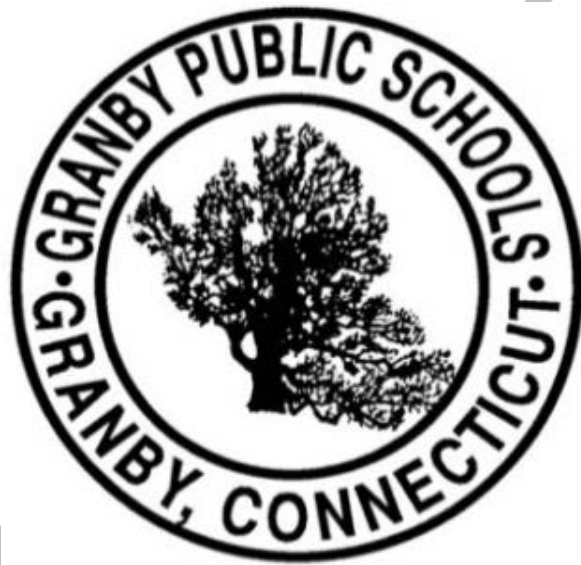
Other:

- Wintonbury Magnet Partnership meeting
- One to one pilot meetings with administration and MS
- Ongoing with SERC to implement the strategic plan and professional development activities and timeline related to cultural competence and equitable practices
- Ongoing Collaboration with Principals, business department and Superintendent on budget planning and process,
- CCSS presentation to parents and community.
- Ongoing collaborative work with Ed Lyman and Julie Bragg to customize Naviance to our Student Success Plan model and ensure successful implementation of SSP's 6-12.
- Collaboration with Pat Law on Secondary School Reform Planning.
- March CMT/CAPT testing
- Preparation for SMARTER BALANCE pilot assessments
- Preparation for Common Core state assessment pilot
- Observation of Coaches under my supervision
- Development of Mission Assessment DRAFT Rubric
- Initial reviews of Data Management System for Teacher and Administrator Evaluation Systems including: Randa, Talent Ed, School Improvement Network, and My Learning Plan.

Monthly Meetings:

- District Ad Council – Focus on Administrative Evaluation Plan.
- Elementary Ad Council Meetings – Focus on upcoming assessments.
- K-12 Coaching Meetings- Meetings are structured with a three tiered focus: building capacity to change practice; address district level work such as visualizing the learning principles and providing a scope and sequence for study skills; content specific work in literacy and math/science. These meetings occur one day per month from 8-3 and include the literacy specialists, math/science specialists and special education consulting teachers.
- Established monthly meetings with Media Specialists and technology department to fulfill goals identified in our Technology plan regarding changing roles and responsibilities
- Walkthrough's- Collaborate with principals on the planning and implementation of their walkthrough's based on their theory of action and problems of practice. Kearns had a walkthrough in March focused on learning targets and the purpose of the lessons being understood by students.
- PLC Team meetings – As appropriate.
- Superintendent meetings – Ongoing daily communication and district level planning
- BOE meetings
- Granby Prevention Council – Facilitation of Strategic Planning Action Step Process.

Granby Public Schools



Granby Educator Effectiveness, Professional Learning, and Performance Evaluation Manual

TABLE OF CONTENTS

	Page
Acknowledgements	3
Introduction	4
• Vision and Purpose of Educator Evaluation	4
• Beliefs and Core Values	4
• Connections to the Mission/Vision of the District	5
• Theory of Action	6
Overview of Educator Evaluation Process	7
Summary of <i>Continuum</i> Focus Areas and Indicators	9
Educator Evaluation Plan Snapshot	10
Components of Evaluation	12
• Educator Performances and Practice (40%)	14
• Educator Self-Assessment	15
• Artifactual Evidence Collection	16
• Stakeholder Feedback Protocols: Parent and Peer (5% + 5%)	17
• Student Feedback (5%)	18
• Student Learning Measures (45%)	23
Aggregate and Summative Scoring	27
Summative Performance Rating Matrix	27
Data Management System	28
Developing and Supporting Educators through Professional Learning	32
Educator Assistance Process	35
Appeals Process	36
<hr/>	
Appendices	
A – <i>GPS Professional Educator Growth Continuum</i>	70
B – Forms	94
C – CT State Law SB 458	102
D - CSDE Guidelines/Core Requirements	117
E - CCT Alignment	126
F - Glossary of terms	131
G – Frequently Asked Questions	

GRANBY PUBLIC SCHOOLS

Educator Effectiveness, Professional Learning, and Performance Evaluation: The Process for Supervising and Evaluating Granby Educators

Board of Education:

Cal Heminway (Chairman)

Jenny Emery (Secretary)

Lynn Guelzow

Ed Ohannessian

Ben Perron

Ronald Walther

Rosemarie Weber

Superintendent:

Alan Addley

Director of Curriculum:

Diane Dugas

The following document provides information relative to the policies and procedures associated with the revised educator evaluation program for the Granby Public Schools. Procedures have been designed through the collective efforts of the Granby Educator Evaluation Committee, which included educators, related service professionals, union representation, building administrators and central office curriculum staff. The committee was charged with developing a professional growth continuum for Granby educators. The committee gathered feedback from educators district-wide and designed recommendations for the policies and procedures associated with educator effectiveness and performance evaluation.

GRANBY PUBLIC SCHOOLS

Special thanks and recognition to the Granby Public School's Educator Evaluation Committee convened initially in September of 2012 to develop our Professional Educator Growth Continuum. The committee worked throughout the 2012-2013 year to introduce the framework to their colleagues while refining and revising the document.

Granby Educator Evaluation Committee Members:

Susan Alender – GMMS

Lori Armentano – Kelly Lane

Kimberly Calcasola – Assistant Principal, GMHS

Elaine Chagnon – GMMS/GMHS

Laurence Coxon – GMHS (Granby Education Association President)

Amanda Dauphinais - GMHS

Kimberly Dessert – Principal, Kearns School

Diane Dugas – Director of Curriculum, Central Services

Erin Edwards – GMMS

Diana Gascon – Kearns

Robert Gilbert – Principal, Kelly Lane School

Jennifer Griswold – Kelly Lane

Heidi MacDonald – Wells Road

Jennifer Miller – Wells Road

Kathryn Petruzzi – GMHS

Emily Richard – Kearns

Abby Sales – GMMS

Joyce Stashenko – GMMS

Stephanie Stupienski – Kelly Lane

Maria Toth – Wells Road

Introduction

Vision and Purpose of Educator Evaluation

The Granby Public School System is committed to an educator professional growth continuum model that is designed to improve student learning through the ongoing development of Granby's professional staff. The purpose of this plan is to empower professional staff to work collaboratively toward continuous improvement of student learning.

During 2011, legislation was adopted to revise the educator evaluation process. Granby professionals chose to align the process to their core beliefs and practices. Cross-representation from K-12 and administrators, worked through the year to develop a comprehensive growth model of supervision and evaluation.

It is the vision of the Granby professionals that the educator supervision and evaluation process is viewed as a collaborative process that supports *all* students having competent, high quality educators. In order to achieve this, we must provide an evaluation and support structure that builds human capacities and challenges all educators to be reflective practitioners that aspire to and reach excellence.

The *Granby Public Schools Professional Educator Growth Continuum*, herein referred to as *Continuum*, was developed to establish a shared definition of effective instructional practices, while providing a tool for reflection and conversation across five focus areas: Learning Environment, Planning and Preparation, Instruction, Assessment, and Professional Responsibilities. Within each domain are specific indicators that articulate a continuum of performance levels from Ineffective Practice to Exemplary Practice.

Beliefs and Core Values

To achieve Granby's vision of implementing a collaborative and reflective Educator supervision and evaluation process that ensures every student is taught by a competent, high quality educator, the goals of this evaluation system are:

- Ensuring the learning and growth for all students;
- Ensuring the learning and growth for all professionals;
- Ensuring the continuation of Granby's professional collaborative model, including PLC and team meetings that allow for continued reflection, collaboration, and communication around student growth and student learning;
- Ensuring the continuation and deepening of opportunities for professional sharing and feedback in support of continuous learning;
- Providing a structure/format that allows educators to document and to share evidence of best practice;
- Promoting professional sharing and learning;
- A community of learners is the foundation to continuous growth;
- Educators continuously strive to improve teaching and to grow professionally;

- Educators effectively and critically collaborate to improve their practice; and
- As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity.

The *Continuum* was developed being mindful of the current teaching practices that distinguish Granby as a high performing school district and represent the values and beliefs about teaching and learning of the educational community. At the heart of Granby's work is the belief that Educator and student success is contingent upon our commitment to working as a professional learning community.

Connecting Educator Evaluation to the Granby Vision, Mission, Achievement Goal, Learning Principles & Theory of Action

The *Continuum* will assure the attainment of both the vision and mission of our learning community. We know that in order for students to achieve at their highest level, we need effective educators in every classroom providing the highest quality instructional practice at all times (See Appendix A. on pg. 36)

Vision

Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

Mission

All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Learning Principles

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when Educators provide opportunities for them to:

- Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice, and demonstrate perseverance;
- Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;

- Build upon prior knowledge, make connections, and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

Achievement Goal

By 2015, students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Theory of Action for Supporting Students Who Struggle

We know educator quality has the greatest impact on increasing student learning. Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships, AND If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners, THEN *we will meet the needs of all learners and all students will achieve at high levels.*

Strengthening individual and collective educator practices with the goal of developing student critical thinking and increasing student achievement warrants having an instructional framework as the cornerstone of our *Continuum*. Our instructional framework allows us to share a common vocabulary on effective instructional practices and identifies where these practices fall along the *Continuum*—from exceptional practice to ineffective practice.

While our *Continuum* is an important structure for the realization of our district vision and mission, it also plays a critical role in our district and school improvement plans. Our continuous improvement plans that address how we will obtain our district goals cannot be accomplished without high quality instruction taking place daily. Therefore, our plan addresses the alignment of developing professional goals around instructional practice that directly supports district and building goals.

Overview of Educator Evaluation Process

Granby Public Schools Professional Educator Growth Continuum

The *Granby Professional Educator Growth Continuum* defines a common understanding of effective instructional practices across five focus areas: Learning Environment, Planning for Active Learning, Instruction for Active Learning, Assessment for Learning, and Professional Practice Responsibility. Within each focus area are specific indicators that break down expected practices across four levels of performance and practice –Level 1 – Ineffective Practice, Level 2 – Developing Practice, Level 3- Effective Practice, and Level 4 – Exceptional Practice.

The *Continuum* is the core document within the evaluation system and is used to help provide the context through which an educator’s performance can be directly measured. The indicators of teaching practice outlined through the continuum have been developed by Granby educators and represent the values and beliefs about teaching and learning of the educational community. Evaluation of educator performance will be measured through evidence collected relative to the performances identified in the continuum and educator growth across performance levels will be supported and ultimately expected in each given school year (see Figure 1. below). Parent and peer feedback will also be collected on educator performance and will, in combination with educator performance ratings, constitute 50% of an educator’s overall performance rating. This 50% [40% + 10%] is an educator’s “**Practice Rating**” (see Figure 2. below).

Measurement of the outcomes for students is defined as an “**Outcome Rating**” (see Figure 3. below) and will be measured based on results associated with student achievement on a combination of state and local assessments and student, peer, and parent feedback [Whole School Indicators (WSI)]. These two categories of performance evaluation will constitute the remaining 50% (45% + 5%) of an educators’ overall rating. Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow.

Figure 1. Categories of Performance Evaluation

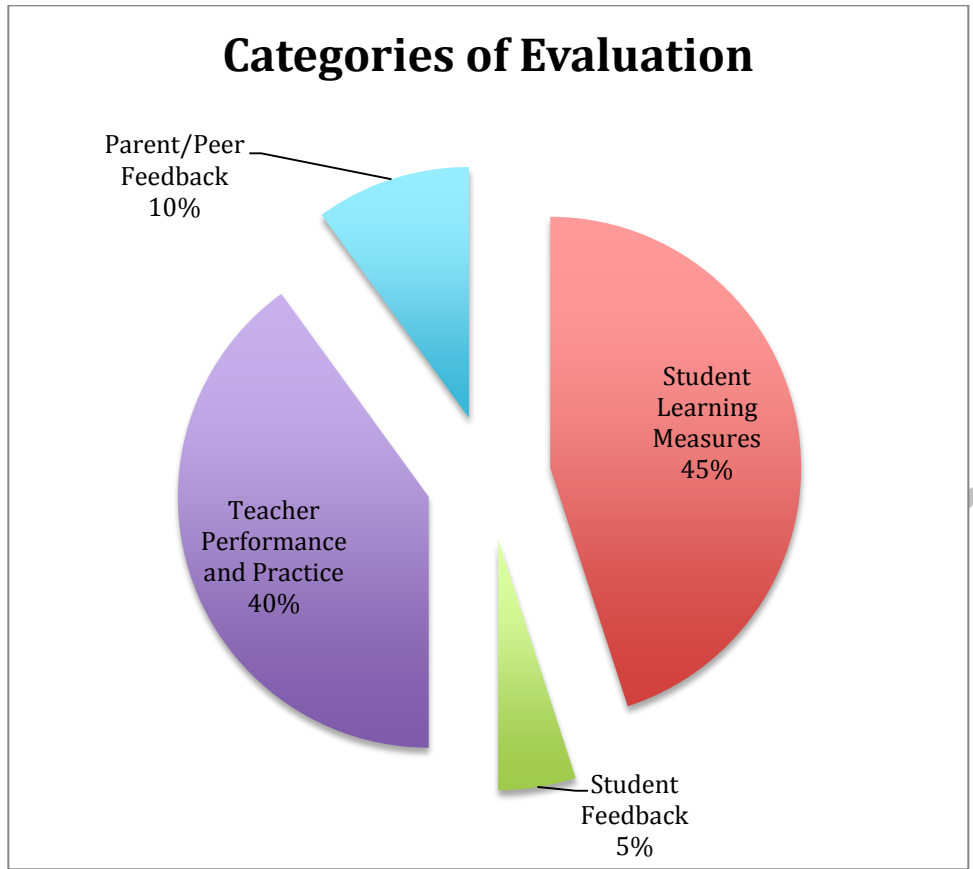


Figure 2. Practice Rating

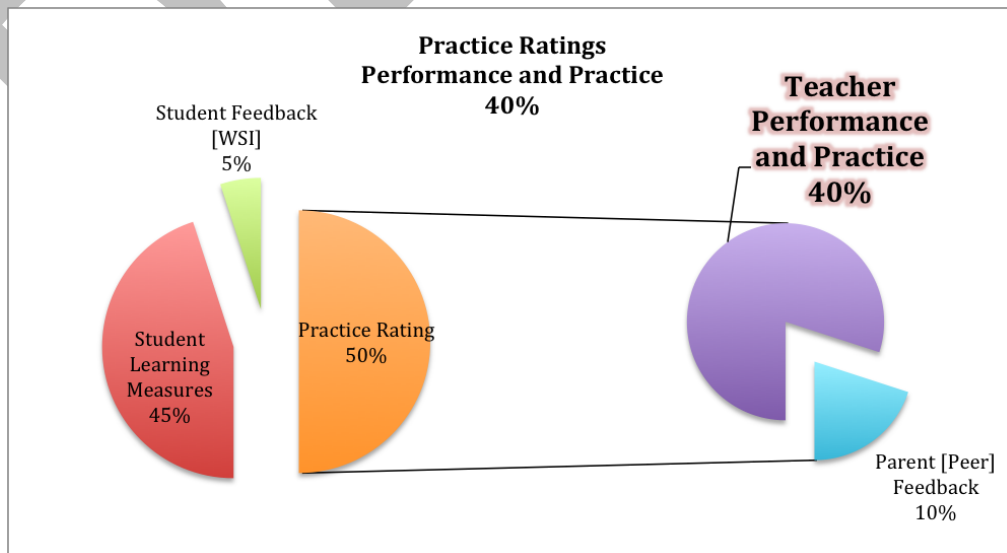
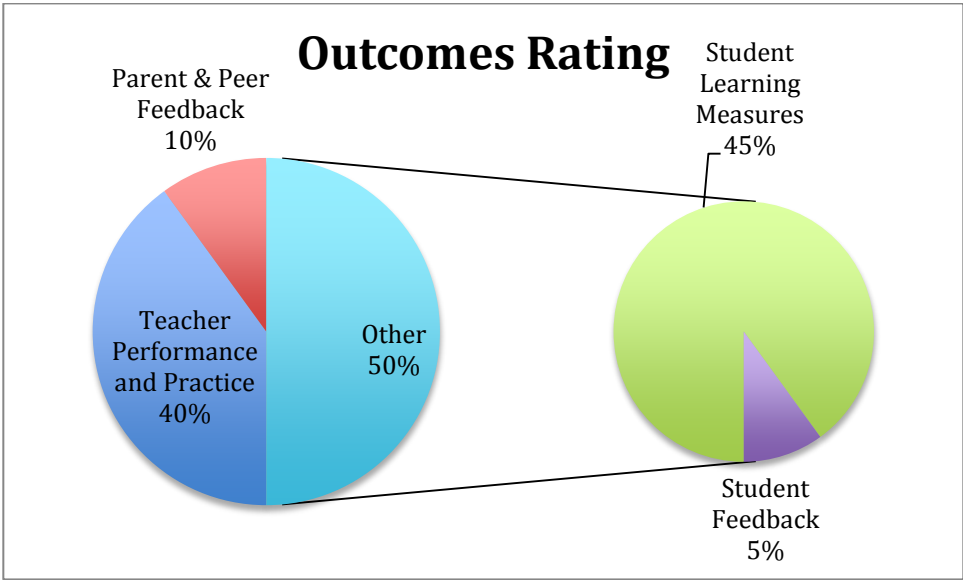


Figure 3. Outcomes Rating

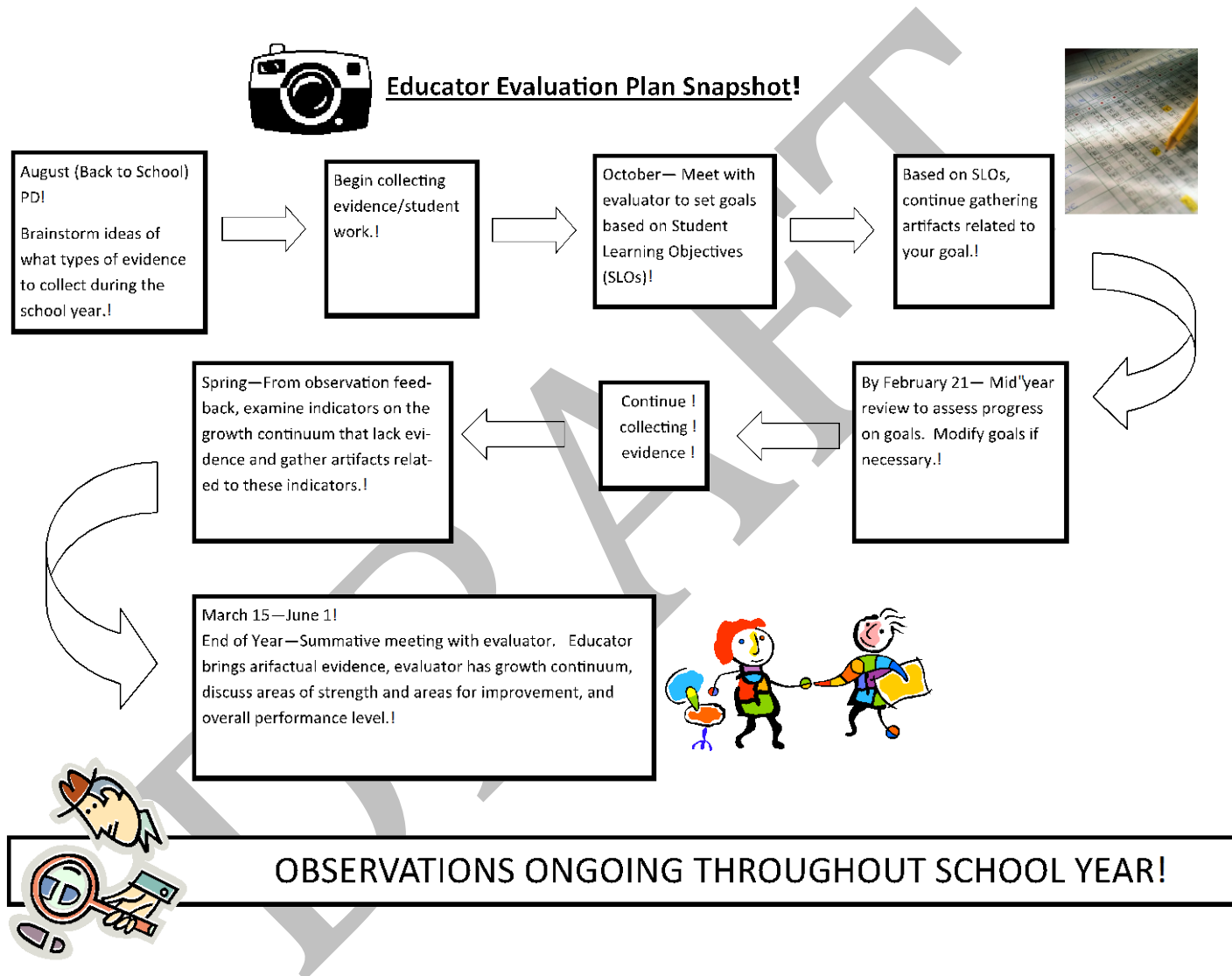


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Summary of Focus Areas and Indicators

Focus Area	Indicators
1. Learning Environment	<p>1.1 Fosters an environment that is respectful of individual needs and backgrounds</p> <p>1.2 Organizes and utilizes learning spaces to support student learning and physical and emotional safety</p> <p>1.3 Creates and implements behavioral expectations that support the learning environment</p> <p>1.4 Demonstrates routines and transitions to maximize instructional time</p>
2. Planning for Active Learning	<p>2.1 Demonstrates content knowledge by planning instruction, including literacy and numeracy skills, appropriate for the content area</p> <p>2.2 Determines students' prior knowledge and skills to inform plans</p> <p>2.3 Develops appropriately sequenced plans to facilitate students' progress towards objectives</p> <p>2.4 Develops plans that promote real world critical thinking</p> <p>2.5 Establishes clearly defined objectives for all students that are aligned with curriculum</p> <p>2.6 Develops Plans that incorporate and address the learning needs of all students (social, cultural, emotional, behavioral, health, and academic)</p>
3. Instruction for Active Learning	<p>3.1 Uses effective instructional strategies that lead students to construct and to apply new learning</p> <p>3.2 Communicates learning expectations</p> <p>3.3 Provides feedback to students to advance their learning</p> <p>3.4 Uses technology as a tool to enhance learning</p> <p>3.5 Provides opportunities for students to take ownership of their learning</p> <p>3.6 Uses flexibility and responsiveness to support the diverse needs of all students</p> <p>3.7 Monitors and adjusts instruction in response to student performance and engagement</p> <p>3.8 Uses questioning and discourse techniques to enhance student learning</p>
4. Assessment for Learning	<p>4.1 Implements and designs a variety of formative and summative assessments that capture the complexity of student learning</p> <p>4.2 Uses multiple sets of data that provide depth and breadth of understanding of student achievement on a regular basis</p> <p>4.3 Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress</p> <p>4.4 Provides students with assessment criteria and individualized, timely, descriptive feedback to help them to improve their performance and assume responsibility for their learning</p>
5. Professional Practice & Responsibility	<p>5.1 Collaborates with colleagues within and across the school community to enhance student learning</p> <p>5.2 Conducts oneself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices 123)</p> <p>5.3 Reflects on content, pedagogical skills, and effective resources for student learning</p> <p>5.4 Seeks professional growth opportunities to enhance the skills related to teaching and meeting the needs of all students</p> <p>5.5 Understands the needs and rights of all students and complies with the intervention and referral process</p> <p>5.6 Communicates with families</p>

Figure 4. Educator Evaluation Plan Snapshot



Components of Evaluation

Category 1 - Educator Practice 40%

Procedures for Observational Practice:

Forty percent (40%) of an educator's evaluation shall be based on observation and evidence collection related to educator practice and performance as articulated in the *Continuum*. The *Continuum* is a living document. It will be used as the collection form for observable practice and feedback. Educators are constantly striving to increase student performance by improving their craft. Educator observations conducted by a skilled evaluator can help direct an educator toward this goal.

Observations will evidence the quality of educator practice. It is the expectation that formal and informal observations throughout the course of the year will accurately display an educator's performance in multiple, but not all, focus areas along the *Continuum*. Progress in all focus areas will be demonstrated by additional evidence accumulated by both the educator and the evaluator. A supervisor, based on various data collection approaches in multiple settings, will make assertions about educator performance in this category. Furthermore, the evidence collection approaches are differentiated based on an educator's years of experience and by levels of previous performance. Observations are defined as follows (see also pg. X):

- Formal Classroom Observation:
 - Requires observation of a complete lesson and/or class period;
 - Requires pre- and post-conferencing (new educator may choose to have his/her mentor at the post-conference);
 - Post-observation meeting will be scheduled within 5 days of observation;
 - Written feedback will be provided within 10 school days of the post-observation meeting, and
 - Opportunity for educator response will be provided.
- Formal Non-Classroom Observation:
 - Requires observation of a mutually agreed-upon portion of a professional meeting, such as PLC, department meeting, mentoring, lesson plan review, PPT, CST, etc.;
 - Requires pre- and post-conferencing (either/both may be held with a group);
 - Post-observation meeting will occur within 5 days of observation;
 - Written feedback will be provided within 10 days of the post-observation meeting via the Observation Feedback Form (see pg. X), and
 - Opportunity for educator response will be provided.
- Informal Observation:
 - Length of observation is at the discretion of the evaluator;
 - Requires no pre-conference;
 - Will be unannounced;

- Written feedback will be given to the educator via the Observation Feedback Continuum (see sample form on pg. X), and
- Opportunity for educator response will be provided.

Feedback will include the educator's areas of strength, suggestions for growth, and additional supports if needed (including but not limited to professional development, peer coaching, etc.).

Conferences

The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year.

- The evaluator and educator must complete at least one Beginning of Year Conference (BYC) at which they set the educator's goals and objectives for the year.
- The evaluator and educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The Mid-Year Conference (MYC) is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Continuum* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives.
- It is expected that the End of Year Conference (EYC) will occur in May or June but no later than June 30th. During the End of Year Conference (EYC), the educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the Educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

Educator Responsibilities:

- For formal observations, schedule a time for both the pre-observation meeting and the observation with evaluator;
- Be prepared to discuss your personal reflections on the lesson related to the observation continuum, and
- Be prepared to discuss your personal reflections on lesson and provide evidence of student work, such as grades.

Administrator Responsibilities:

- For observations, fill out Educator name, time, setting and date of observation, and indicate formal or informal observation;
- For each indicator, collect evidence, and if not observed, state "not observed" or "not applicable;"
- Record evidence on Observation Feedback Continuum form;

- Use evidence to determine areas of strength and areas for growth. Write a capture statement for each area on the observation feedback portion of the continuum;
- For formal observations, schedule a time to meet with the educator to be held within 10 school days of the observation; for informal observations;
- Provide written feedback within 10 school days of the post-observation meeting via the Observation Feedback Form (see pg. X), and
- During the post-conference, the educator and the evaluator will discuss the continuum rating in relation to each indicator.

Educator Level	Formal Timeline	Informal Timeline
<ul style="list-style-type: none"> • Educators in the TEAM process • New hires for first two years of employment • Developing (based on previous year's rating) 	3 in-class: 1 beginning of year after goals are set, 1 middle, 1 end of the year	1 in-class Timing for informal observations to be determined by the evaluator
<ul style="list-style-type: none"> • Below Standard (Ineffective), based on previous year's rating 	3 in-class: 1 beginning of year after goals are set, 1 middle, 1 end of the year	3 (minimum) Timing for informal observations to be determined by the evaluator Post-conference required for each
<ul style="list-style-type: none"> • Proficient (Effective)/ • Exemplary (Highly Effective) 	3 total: 1 (minimum) in-class; 2 may be classroom or other setting	1 can be classroom or other setting Timing for informal observations to be determined by the evaluator

Educator Self-Assessment of Practice

Our process requires all educators to self-assess against the *Continuum*. All educators will complete a self-assessment form (see page X in Appendix B) based on the *Continuum* to plan and assess their progress each year. Educators will share their self-assessments with evaluators at the beginning of year, mid-year and end of year conferences. Guiding questions have been included in each section of the forms to help construct the narrative. Forms and evidence will be reviewed in the meetings to foster discussion around teaching, learning, goals, and needs.

Artifactual Evidence Collection

Artifactual evidence is an essential component to the evaluation process (see pg. X in Appendix X). It allows for educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-reflection and Educator growth. Educators are responsible for including evidence to support their individual SLOs and professional practice. Evidence will vary depending on content area, grade and educator.

Recommendations:

- The evidence collection should be an on-going process – continue to add to it throughout the year;
- Remove any identifying information from student work samples, and
- Keep a copy of the completed Artifactual Evidence Form for your records prior to end of year conference.

Requirements:

Select one to two pieces of evidence per focus area to support your individual growth (see Appendix X on pg. X for examples.)

- Evidence of Learning Environment;
- Evidence of Planning for Active Learning;
- Evidence of Instruction for Active Learning;
- Evidence of Assessment for Learning, and
- Evidence of Professional Practice & Responsibility.

The evidence should be clearly organized to indicate which of the 5 focus areas the artifact represents. This may be done in a digital or hard copy format. This information must be discussed at the mid-year and shared at the end of year conference. The Artifactual Evidence Form must be brought the end of year conference with Focus Area, Indicator and Evidence Description completed (see pg. X in Appendix X).

Whole School Learning Indicators

Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

5% of an educator's evaluation will be based on **student feedback**.

5% of an educator's evaluation will be based on **parent feedback**. *

5% of an educator's evaluation will be based on **peer feedback**. *

* = If the response rate for either of these survey categories is less than 20%, that category may be forfeited and the other category will account for the remaining 10% of the feedback.

Requirements:

- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Surveys must be aligned with the CCT and CT Framework for Teaching;

- Survey results are confidential;
- Responses must be anonymous, and
- Results align with and influence Student Learning Goals (SLOs).

Protocols/Procedures:

- All surveys must be administered electronically;
- For the secondary level, it is recommended that the survey be e-blasted to parents during this time period. Multiple reminders may be required to ensure a higher response rate;
- All student surveys must be administered during the school day;
- The Primary Student Feedback survey should be read to students to ensure understanding, and
- Allow 15 minutes for surveys to be completed.

Table 2. Survey Administration Timeline*

Survey	Initial Administration	Re-administration
Student (Primary, Intermediate, and Secondary)	mid-September to mid-October	mid-March to mid-April
Parent survey	November conferences or e-blast to parents	March conferences or e-blast to parents
Peer survey	mid-September to mid-October	mid-March to mid-April

*In the spring of 2013, surveys will be piloted to ensure validity and allow committee members to make adjustments as necessary. In the 2013-2014 school year, the surveys will be administered twice to a small, random sample to ensure reliability (see timeline above for this group). The survey will be administered to everyone district-wide in the spring of 2014 (see re-administration column of timeline above).

Category 2 - Peer and Parent Feedback 10%

Five percent (5%) of an educator’s evaluation shall be based on parent feedback, and five percent (5%) shall be based on peer feedback. Data will be used to support this process during year one, and each year new data will be collected and analyzed to support the establishment of school-wide goals to support improved practice.

The whole school receives one rating, and this Whole School Indicator (WSI) will be applied to each educator. Educators will address survey results within the actions steps articulated in their SLOs. Focus on the indicators outlined in the GPS *Continuum* will be taken into consideration to assist in the final rating of an educator’s performance in this category, and the following scale (see Table 3 below) will be used:

Table 3: Peer and Parent Feedback

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

Parent surveys will be anonymous. Parents may take the survey in the school building or at home during a specified time frame. A building designee or designees will be responsible for collecting and analyzing the results of the survey no later than two weeks after the administration. Within one month from the administration of the survey, the building principal will disseminate the information to the entire faculty. Each year a building level focus group comprised of faculty, students and parents will review and refine the surveys. **See Appendix B on pg. X** for the Parent Survey document.

Category 3 - Student Feedback (5%)

Five percent (5%) of an educator’s evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. Data will be used to support this process during year one, and each year new data will be collected and analyzed to support the establishment of school-wide goals to promote improved practice. The district will utilize various delivery models to ensure higher rates of return, fairness and reliability relative to student surveys. In the case of some educators for whom student survey data would not be appropriate, evaluators will use whole-school student learning measures established using the School Performance Index (SPI) (**see Glossary of terms pg. X**).

The whole school receives one rating, and this Whole School Indicator (WSI) will be applied to each educator. Educators will address survey results within the actions steps articulated in their SLOs. Student feedback will be aggregated and reviewed during the end of year meetings wherein supervisors and educators will determine the degree to which

the educator has met school or individual targets set at the beginning of the year. Focus on the indicators outlined in the *GPS Continuum* will be taken into consideration to assist in the final rating of an educator’s performance in this category and the following scale (see Table 4 below) will be used:

Table 4: Student Feedback Goal Attainment

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

Category 4 - Student Learning 45%

Forty-five (45%) of an educator’s evaluation shall be based on attainment of goals for student growth, using multiple indicators of academic growth and development to measure those goals.

- One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goals are met shall be based on the state test for those teaching tested grades and subjects, or based on another standardized indicator for other grades and subjects where available.
- For the other half (22.5%) of the indicators of academic growth and development, there may be:
 - A maximum of one additional standardized indicator, if there is mutual agreement.
 - A minimum of one non-standardized indicator.

SLO Goals

The process for assessing student growth using multiple indicators of academic growth and development for educator evaluation will be developed through mutual agreement by each educator and their evaluator at the beginning of the year. Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

- Standardized Indicators
 - Standardized assessments are characterized by the following attributes:
 - Administered and scored in a consistent – or “standard” – manner;
 - Aligned to a set of academic or performance “standards;”
 - Broadly administered (e.g. nation- or statewide);
 - Commercially produced;

- Often administered only once a year.
 - Standardized assessments include, but are not limited to:
 - AP exams;
 - SAT-9;
 - DRA (administered more than once a year);
 - DIBELS (administered more than once a year);
 - NWEA (administered more than once a year);
 - Trade certification exams;
 - Standardized vocational ED exams;
 - Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.
- Non-standardized Indicators
 - Non-standardized indicators include, but are not limited to:
 - Performances rated against a rubric (such as: music performance, dance performance);
 - Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
 - Portfolios of student work rated against a rubric;
 - Curriculum-based assessments, including those constructed by an educator or team of educators;
 - Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
 - Other indicators (such as: educator developed tests, student written work, constructed project).

When selecting indicators used to gauge attainment of goals:

- Educators and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as previously described.
- The completed SLOs with associated indicators must meet three criteria: deeply relevant to the educator's assignment and address a significant portion of his/ her students; include specific, measurable evidence, be attainable but ambitious and represent a year's worth of growth (or semester's worth as appropriate). Indicators can address subgroups as appropriate.
- Educators are encouraged to collaborate on SLOs with grade level or subject partners. SLOs can also be the same for a group of educators, but quantitative targets can be different based on the specific students assigned to the educator.

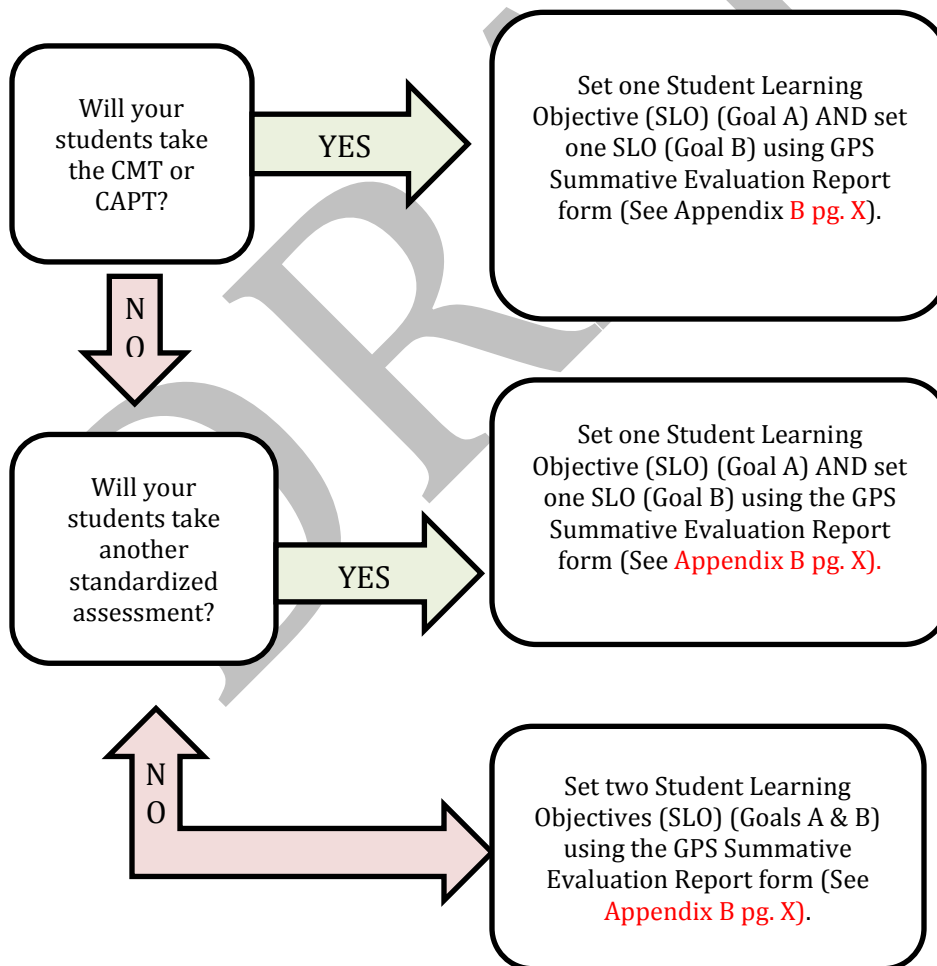
Within the process, the following are descriptions of selecting indicators of academic growth and development.

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.

- Fair to educators - The use of an indicator of academic growth and development is fair when an educator has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the educator's content, assignment, and class composition.
- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the educator with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for educator professional growth and development.

Educators will use **Figure 5** (below) to determine which SLO goals they will develop.

Figure 5. Setting SLOs



The process for assessing student growth will have **three phases**:

Phase 1: Beginning of Year Goal Setting Conference (occur by October X)

Each educator, through mutual agreement with his/her evaluator, will select at least 2 but no more than 4 goals for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and educator experience. Time will be allotted before the meeting to preview student data to inform Educator goals. For each goal, each educator, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD, see [Glossary of Terms pg. X](#)) and evidence of the IAGD based on the range of criteria used by the district (see [Appendix X for state law regarding the goal setting process](#)). Examples of SLOs and IAGDs can be seen in Table 5 below.

Each goal will:

- Take into account the academic track record and overall needs and strengths of the students, using baseline data when available;
- Address the most important purposes of an educator’s assignment through self-reflection;
- Be aligned with school, district and state student achievement objectives;
- Include a set of articulated action steps to meet each SLO. Action steps should reflect each Focus Area within the Continuum as well as the WSI survey data

Table 5: Example SLO and IAGDs

Educator Assignment	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
Eighth Grade Science	My students will master critical thinking concepts of science inquiry.	<ol style="list-style-type: none"> 1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry. 2. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	<ol style="list-style-type: none"> 1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts Educators in our district.

Phase 2: Mid-Year Check in Conference (Jan-Feb)

Evaluators and educators will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, such as agreed upon indicators. Both the educator and evaluator will provide some evidence at the mid-year conference.

- Examples of educators' evidence could be student work, samples of rubrics, plans, assessment questions, pre- and post assessment data (See Artifactual Evidence section in **Appendix B on pg. X**).
- Examples of evaluator evidence can include observation notes/forms.

This review may result in revisions to the strategies or approach being used and/or educators and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment). Minutes of the meeting will stand as evidence of its completion.

Phase 3: End of year Summative Review Conference (May-June): Assessment of goals and needs for the future (PD and in building support)

The educator shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the evaluator, and the educator and evaluator will discuss the extent to which the students met the learning goals/objectives. Evidence for the end of year conference includes the following:

- self-assessment narrative (**see pg. X**)
- continuum reflection form (**see pg. X**)
- student assessment data (SLO)
- evidence from educator and evaluator (**see pg. X**)
- proposed needs for the following year (material support, building support, professional development.)

Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for 4 levels of performance. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

Reflective questions for goal setting and assessing goal attainment:

- What information will I use to gauge my progress towards my goals?
- What does acceptable progress look like?
- What will I have and review at the mid-year mark?
- Are there any professional development opportunities that might be especially

- appropriate for my professional growth needs in this academic year?
- What in building support (material, time, or coaching) do I need to achieve progress?

Table 6. SLO/IAGD Goal Attainment

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

D. Aggregate and Summative Scoring

As described in Category 2 on page X, an educator’s summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an *educator’s performance and practice* will be combined with scores related to an educator’s efforts associated with *parent and peer feedback* goals to determine an overall *Practice Rating*. This will be combined with performance relative to *student learning measures* designed at the beginning of the year through SLOs which will be combined with student scores related to an educator’s efforts associated with *student feedback* goals to determine an overall *Outcomes Rating*.

Determining Summative Rating

Step 1: Calculate educator performance level score on the *Continuum*.

Table 7. Continuum Scoring

Focus Area	Score	Weighting	Points (Score x Weight)
I. Learning Environment		20%	
II. Planning for Active Learning		20%	
III. Instruction for Active Learning		20%	
IV. Assessment for Learning		20%	
V. Professional Practice and Responsibility		20%	
Total Score			

Table 8. Continuum Scoring EXAMPLE

Focus Area	Score	Weighting	Score (Score x Weight %)
I. Learning Environment	2.8	20%	.56
II. Planning for Active Learning	2.9	20%	.58
III. Instruction for Active Learning	3.1	20%	.62
IV. Assessment for Learning	2.2	20%	.44
V. Professional Practice and Responsibility	3.0	20%	.60
Total Score			2.8 (Developing Practice)

Step 2: Determine final Practice Rating

Table 9: Calculating the Practice Rating

Components	Score	Weighting	Points (Score x Weight)
Continuum Score		40	
Peer Feedback		5	
Parent Feedback		5	
Total Score			

Table 10: Calculating the Practice Rating EXAMPLE

Components	Score	Weighting	Points (Score x Weight)
Continuum Score	2.8	40	126
Peer Feedback	2.5	5	12.5
Parent Feedback	2.5	5	12.5
Total Score			151 (Level 3 Proficient)

Step 3: Determine the Performance Level for the Practice Rating by using the rating table below.

Table 11 Practice Rating Table

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
Final Educator Performance and Practice	

Step 4: Determine the final Outcomes Rating.

Table 12: Calculating the Outcomes Rating

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)		45	
Student Feedback		5	
Total Score			

Table 13: Calculating the Outcomes Rating EXAMPLE

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)	2.7	45	121.5
Student Feedback	3.0	5	15
Total Score			136.5 (Level 3 Proficient)

Step 5: Determine the Performance Level for the Outcomes Rating by using the rating table below.

Table 14 Outcomes Rating Table

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
Final Educator Performance and Practice	

Step 6: Using the *Summative Performance Rating Matrix (Table 15)* below, determine the final performance rating for an educator based on their combined scores. To use the table, identify the educator’s rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

Table 15: Summative Performance Rating Matrix

		Practice Rating			
Outcomes Rating		Exemplary (175-200 points)	Proficient (127-174 points)	Developing (81-126 points)	Below Standard (50-80 points)
	Exemplary (175-200 points)	Exemplary (175-200 points)	Exemplary (175-200 points)	Proficient (127-174 points)	Gather Further Information
	Proficient (127-174 points)	Exemplary (175-200 points)	Proficient (127-174 points)	Proficient (127-174 points)	Gather Further Information
	Developing (81-126 points)	Proficient (127-174 points)	Developing (81-126 points)	Developing (81-126 points)	Below Standard
	Below Standard (50-80 points)	Gather Further Information	Below Standard (50-80 points)	Below Standard (50-80 points)	Below Standard (50-80 points)

Data Management System:

X is the district’s web-based performance management software. All forms associated with the *GPS Evaluation Manual* will be accessed electronically by educators and evaluators via the district’s X website.

Developing and Supporting Educators through Professional Learning

New Teacher Induction

In addition to the programs offered to all professional staff, educator new to Granby are provided with a new educator support program. The program is designed to help new educators become increasingly effective, while introducing them into the culture of teaching and learning expectations in Granby. The new educator program is a comprehensive program designed to help new staff become reflective members of the learning community. It begins with a an initial induction before school begins, offers a continuum of professional development through systematic learning opportunities over a two year period and differentiated supports based on an educators' assignment, as well as an educator's prior experience and preparation.

There are three components to the new educator support program that work together to increase educator effectiveness in promoting student achievement:

- 1. New Educator Induction in August**

The new educator induction is an introduction to the Granby culture, beliefs, expectations and PLC practices.

- 2. Component Two: Individualized Mentoring/Coaching**

All new educators are provided support by building principals, literacy and numeracy specialists, and grade level colleagues. In addition all educators participating in the Connecticut State Department of Education TEAM (Teacher Education and Mentoring) program are provided formal mentors to support professional growth in accordance with the Connecticut State Department of Education (CSDE) guidelines.

All new educators to the district who enter with prior experience and are not a part of the TEAM process will also receive a one year informal mentor to support their transition to the district.

- 3. Component Three: Ongoing Professional Development Opportunities**

New educators are invited to attend seminars on a variety of topics. Developed based on the need of new educators and their students, the seminars offered to new

educators are hosted by the district and provide opportunities for learning and discourse.

Career Development and Growth Plans

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.”

-DuFour and Eaker, 1998

The goal of professional learning opportunities in Granby is to support reflective practice. Professional learning opportunities are based on Learning Forward’s *Standards for Professional Learning* and guided by district, school, and individual educator needs resulting from mutual discourse. In Granby all educators must be models of ongoing learners. To that end goal setting, assessment, reflection and adjustment are cyclical practices that help determine professional development needs in a growth model. Strong drivers of professional learning in the initial implementation years of our continuous improvement plans are the instructional and assessment shifts predicated by the Common Core State Standards which are designed to create college and career ready students for the 21st Century, directly linking to Granby’s vision.

As a result, Granby believes that professional learning that improves the learning of all students:

1. Organizes adults into professional learning communities whose goals are aligned to school and district strategic plans and provides educators with the knowledge and skill to collaborate (Learning Communities – Standard 1)
2. Requires skillful school and district leaders who guide continuous instructional improvement (Leadership – Standard 2)
3. Requires Resources to support adult learning and collaboration (Resources – Standard 3)
4. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement data (Data-Driven – Standard 4)
5. Prepares educators to apply research to decision making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change (Learning Design – Standard 5)
6. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement (Equity)
7. Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards,

and prepares them to use various types of classroom assessments appropriately (Quality Teaching)

8. Provides educators with knowledge and skills to involve families and other stakeholders appropriately (Family Involvement).

Professional Learning

A natural outgrowth of the Granby's Educator Evaluation Plan is the development of a district-wide professional learning committee comprised of a sub set of members from the Teacher Evaluation Committee to help guide the development and implementation of multiple learning opportunities for professionals. Effective professional learning requires human, fiscal, material, technology and time resources to achieve growth. How these resources are prioritized to align with identified professional learning needs affects access to, quality of, and effectiveness of educator learning experiences.

The district -level the professional learning committee and at building level the school leadership teams will ensure collaborative learning opportunities are open to all educators. Professional development opportunities, both team and individual, would be reviewed and approved by evaluators as a part of the beginning of the year conference. As professional reflection occurs and adjustments are needed, additional professional development options to address a team or individual needs could be discussed and considered with the evaluator. Examples of such opportunities include, but are not limited to differentiated career pathways based on teacher ratings and targeted professional development based on areas of need.

Granby's professional learning opportunities include but are not limited to the following:

- 1. District-wide professional development time** – Annual time provided to all professionals to collaborate and develop effective teaching and learning practices. In the initial phases of the implementation of Granby's Teacher Evaluation Plan, an emphasis will be placed on supporting the development of student learning objectives (SLO's) that reflect the shift to emphasis on growth.
- 2. PLC time** – Granby values the collaborative learning between professionals. As a result grade level and departments are provided with a regularly scheduled professional learning time for collaboration. Professional development opportunities that develop as a result of the continuous improvement cycle used in these meetings is encouraged.

3. **Coaching – Educators** are encouraged to collaborate with instructional coaches who are available to meet with individuals or teams to engage in collaborative job embedded discourse, observation and feedback of teacher and student practice to reflect and learn together, share resources and provide support and assistance for all aspects of learning.
4. **Action research** – Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvements of instructional practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.
5. **Educator-led book clubs**- Educators choose research based books aligned with professional goals to share with colleagues and discuss.
6. **Online opportunities**- Online resources and professional development opportunities will be available on the Granby Curriculum website making learning available to staff that can either be self-directed or supported with various after school offerings/workshops.
7. **Educator-led blogs**- Individuals or teams of educators can create educational blogs. The blogs will be an open forum to colleagues offering an on-going opportunity for professional dialogue on a variety of topics.
8. **Grade level and subject area based professional learning programs** – Occasionally grade level and subject area workshops will be held during the day to support the specific needs of grade levels and subject areas.
9. **Leading professional development opportunities** – Professional development opportunities will be offered at the individual school level and district level for educators. Professionals may volunteer to attend these collaborative learning opportunities. Professional development opportunities will be offered in response to educators expressed needs (e.g. new curricula, instructional methods, technology implementations, etc.) as well as well as district initiatives.
10. **Creation of exemplar professional videos**- Individuals or teams may create professional videos of exemplar teaching practices. Educators will videotape and edit their colleagues in engaged in best practices for the purpose of professional development for the district. Educators will design a facilitator’s guide to promote collegial conversation.

11. Mentoring – Teachers who are identified as a master teacher, who are rated as a 3 or 4, and meet the qualifications specified may apply to become a TEAM mentor for beginning teachers, to guide a student teacher or support a colleague in need of assistance. In addition teachers may serve as mentors to colleagues to assist in the development of teacher improvement and remediation plans for peers whose performance is rated less than *Effective Practice*.

12. Peer Sharing/Coaching - Colleagues pursue goals for improving student performance and professional growth by engaging in an educator-directed process of pre-observation conferencing, classroom visits revolving around objective data gathering and post-conferencing with feedback and dialogue.

TEP – Assistance Support Plan

The Granby Public School system expects each teacher to have a rating of effective or higher. Should a teachers rating fall below effective it is expected that the teacher will work collaboratively with their evaluator and other identified professionals who can support their growth, ultimately resolving any performance issues.

To this end the assistance plans and appeals process are currently under careful review by the committee and will be completed for future review and final approval in the document.

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Appendix A:
Granby Public Schools Professional Educator Growth Continuum

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Granby Public Schools



Granby Professional Educator Growth Continuum



Vision

Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

Mission

All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Learning Principles

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when Educators provide opportunities for them to:

- Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice, and demonstrate perseverance;
- Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections, and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

Achievement Goal

By 2015, students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Theory of Action for Supporting Students Who Struggle

We know Educator quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships,

AND

If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through

the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners,

THEN

We will meet the needs of all learners and all students will achieve at high levels.

Summary of Focus Areas and Indicators

Focus Area	Indicators
1. Learning Environment	<p>1.1 Fosters an environment that is respectful of individual needs and backgrounds</p> <p>1.2 Organizes and utilizes learning spaces to support student learning and physical and emotional safety</p> <p>1.3 Creates and implements behavioral expectations that support the learning environment</p> <p>1.4 Demonstrates routines and transitions to maximize instructional time</p>
2. Planning for Active Learning	<p>2.1 Demonstrates content knowledge by planning instruction, including literacy and numeracy skills, appropriate for the content area</p> <p>2.2 Determines students' prior knowledge and skills to inform plans.</p> <p>2.3 Develops appropriately sequenced plans to facilitate students progress towards objectives</p> <p>2.4 Develops plans that promote real world critical thinking.</p> <p>2.5 Establishes clearly defined objectives for all students that are aligned with curriculum.</p> <p>2.6 Develops plans that incorporate and address the learning needs of all students (social, cultural, emotional, behavioral, health, and academic)</p>
3. Instruction for Active Learning	<p>3.1 Uses effective instructional strategies that lead students to construct and apply new learning</p> <p>3.2 Communicates learning expectations</p> <p>3.3 Provides feedback to students to advance their learning</p> <p>3.4 Uses technology as a tool to enhance learning</p> <p>3.5 Provides opportunities for students to take ownership of their learning</p> <p>3.6 Uses flexibility and responsiveness to support the diverse needs of all students</p> <p>3.7 Monitors and adjusts instruction in response to student performance and engagement</p> <p>3.8 Uses questioning and discourse techniques to enhance student learning</p>
4. Assessment for Learning	<p>4.1 Implements and designs a variety of formative and summative assessments that capture the complexity of student learning</p> <p>4.2 Uses multiple sets of data that provide depth and breadth of understanding of student achievement on a regular basis</p> <p>4.3 Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress</p> <p>4.4 Provides students with assessment criteria and individualized, timely, descriptive feedback to help them to improve their performance and assume responsibility for their learning</p>
5. Professional Practice & Responsibility	<p>5.1 Collaborates with colleagues within and across the school community to enhance student learning</p> <p>5.2 Conducts oneself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices)</p> <p>5.3 Reflects on content, pedagogical skills, and effective resources for student learning</p> <p>5.4 Seeks professional growth opportunities to enhance the skills related to teaching and to meeting the needs of all students</p> <p>5.5 Understands student needs and rights of all students and complies with the intervention and referral process</p> <p>5.6 Communicates with families</p>

Observation Feedback Form

Focus Area: Learning Environment

Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area #1:
Learning Environment**

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
1.1 Fosters an environment that is respectful of individual needs and backgrounds	Ensures an environment that consistently fosters respect for individual needs and backgrounds	Creates an environment that frequently fosters respect for individual needs and backgrounds	Creates an environment that occasionally fosters respect for individual needs and/ or background	Creates an environment that rarely demonstrates respect for individual needs and/ or backgrounds
1.2 Organizes and utilizes learning spaces to support student learning and physical and emotional safety	The physical organization of the classroom fosters student learning and safety (both physical and emotional)	The physical organization of the classroom supports student learning and safety (both physical and emotional)	The physical organization of the classroom, while physically safe for students, rarely supports student learning or emotional safety	The physical organization of the classroom interferes with student learning or safety
1.3 Creates and implements behavioral expectations that support the learning environment	Expectations and consequences for behavior are clearly established and implemented consistently and appropriately with evidence of student voice	Expectations and consequences for behavior are clearly established and are implemented consistently and appropriately	Expectations and consequences for behavior are established but inconsistently reinforced or applied	Expectations and consequences for behavior are not evident, or may be inconsistent or inappropriate
1.4 Demonstrates routines and transitions to maximize instructional time	Classroom routines and transitions are clearly and consistently demonstrated by students to maximize instructional time	Classroom routines and transitions are frequently demonstrated by students, with Educator support, to maximize instructional time	Classroom routines and transitions exist but are inconsistently demonstrated, and reduce instructional time	Classroom routines and transitions are unclear and/or not demonstrated, and significantly reduce instructional time

Observation Feedback Form

Focus Area: Planning for Active Learning

Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area #2:
Planning for Active Learning**

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
2.1 Demonstrates content knowledge by planning instruction, including literacy and numeracy skills, appropriate for the content area	<p>Plans reflect extensive and current knowledge of the content and effective instructional strategies for the discipline</p> <p>Plans consistently include a variety of strategies and resources to support literacy and numeracy within the content area</p>	<p>Plans reflect knowledge of the content and effective instructional strategies for the discipline</p> <p>Plans frequently include strategies and resources to support literacy and numeracy within the content area</p>	<p>Plans reflect some knowledge of the content and appropriate instructional strategies for the discipline</p> <p>Plans occasionally include strategies and resources to support literacy and/or numeracy within the content area</p>	<p>Plans reflect minimal knowledge of the content and instructional strategies inappropriate for the discipline</p> <p>Plans rarely include strategies and resources for teaching literacy and numeracy skills.</p>
2.2 Determines students' prior knowledge and skills to inform plans	<p>Consistently uses multiple sources of data to identify gaps and strengths in students' prior knowledge and skills to inform plans</p>	<p>Frequently uses multiple sources of data to identify gaps or strengths in students' prior knowledge and skills to inform plans</p>	<p>Occasionally uses data to identify students' prior knowledge and skills to inform plans</p>	<p>Rarely identifies the students' prior knowledge and skills to inform plans</p>
2.3 Develops appropriately sequenced plans to facilitate students' progress towards objectives	<p>Plans are consistently sequenced to facilitate students' progress toward objectives</p>	<p>Plans are frequently sequenced to facilitate students' progress toward objectives</p>	<p>Plans are occasionally sequenced to facilitate students' progress toward objectives</p>	<p>Plans are rarely sequenced to facilitate students' progress toward objectives</p>

<p>2.4 Develops plans that promote real world critical thinking</p>	<p>Develops plans that: consistently promote meaningful discourse, are engaging and relevant to real world applications, make purposeful connections across disciplines, and foster effective collaboration and independence</p>	<p>Develops plans that frequently include opportunities for meaningful discourse, make connections to real world applications, make connections across disciplines, and foster collaboration and independence</p>	<p>Develops plans that occasionally offer opportunities for discourse, have limited real world application, reference other disciplines, and incorporate group and individual activities</p>	<p>Develops plans that rarely offers opportunities for discourse, are rarely relevant to students, rarely connect to other disciplines, and do not have a balance of group and individual activities</p>
<p>2.5 Establishes clearly defined objectives for all students that are aligned with curriculum</p>	<p>Consistently sets measurable objectives and plans ways to link them to students' interest</p> <p>Objectives promote rigorous learning and clearly align with district curriculum</p>	<p>Sets measurable objectives and plans ways to clearly communicate them to students</p> <p>Objectives promote learning and align with district curriculum</p>	<p>Sets objectives but does not communicate them to students</p> <p>Objectives inconsistently align with district curriculum</p>	<p>Sets objectives that lack clarity, rigor, or purpose for the lesson</p> <p>Objectives do not align with curriculum</p>
<p>2.6 Develops plans that incorporate and address the learning needs of all students (social, cultural, emotional, behavioral, health, and academic)</p>	<p>Develops plans that consistently utilize a variety of strategies that differentiate content, process and products for all students</p>	<p>Develops plans that incorporate several strategies that differentiate content, process and products for most students</p>	<p>Develops plans that include some strategies for differentiating content, process or products for some students</p>	<p>Develops plans that generally do not differentiate content, process, or products</p>

Observation Feedback Form

Focus Area: Instruction for Active Learning

Observation Date: __Formal __Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: __Formal __Informal Setting:	Educator Response:
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**Focus Area #3:
Instruction for Active Learning**

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<p>3.1 Uses effective instructional strategies that lead students to construct and apply new learning</p>	<p>Educator consistently uses best instructional strategies that are purposeful, varied, and scaffolded based on specific data about student learning</p> <p>Strategies consistently engage students to transfer critical-thinking and problem-solving strategies to new or different content, applications, or contexts</p>	<p>Educator frequently uses instructional strategies that are varied and scaffolded based on specific data about student learning</p> <p>Strategies frequently engage students to transfer critical-thinking and problem-solving strategies to new or different content, applications, or contexts</p>	<p>Educator uses strategies that are based on general knowledge or data about student learning</p> <p>Strategies engage students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating, or creating new learning</p>	<p>Educator teaches content with limited consideration of student learning needs</p> <p>Strategies engage students primarily in lower level skills</p>
<p>3.2 Communicates learning expectations</p>	<p>Objectives for learning are clearly defined, communicated throughout the lesson, and lead to the understanding of big ideas (i.e. essential learning)</p> <p>Students articulate their own understandings of the learning objective and how the objective is applied to their learning</p>	<p>Objectives for learning are clearly defined and communicated at the beginning and end of the lesson</p> <p>Students articulate their own understandings of the learning objective and how the objective is applied to their learning</p>	<p>Objectives for learning are defined and communicated to students at the beginning of the lesson, but not referred back to</p> <p>Students can recite the learning objective</p>	<p>Learning objectives are not defined and/or not communicated to students</p> <p>Students confuse task with learning objective</p>
<p>3.3 Provides feedback to students to advance their learning</p>	<p>Educator consistently provides varied* opportunities for specific feedback that furthers student learning and</p>	<p>Educator frequently provides specific feedback, with some varied* feedback opportunities, that further student learning and</p>	<p>Educator occasionally provides general feedback about the quality of student work without advancing student learning</p>	<p>Educator provides feedback that is unrelated, infrequent, and/or inaccurate</p>

	challenges students to extend their critical thinking. *(student-to-student, educator-to-student, oral, written, etc.)	extends critical thinking. *(student-to-student, educator-to-student, oral, written, etc.)		
3.4 Uses technology as a tool to enhance learning	Educator strategically incorporates the use of technology to engage students in evaluating, analyzing, interpreting, and communicating information in order to demonstrate and apply learning	Educator facilitates the use of technology to help students evaluate, analyze, interpret, and communicate information in order to demonstrate and apply learning	Educator allows the use of technology to help students access, organize, and present information	Technology is limited or does not promote learning
3.5 Provides opportunities for students to take ownership of their learning	Educator consistently provides opportunities for students to reflect on and take ownership of their learning by developing actions steps to achieve individual learning goals	Educator frequently provides opportunities for students to reflect on and take ownership of their learning by setting individual learning goals	Educator occasionally provides opportunities for students to reflect on and take ownership of their learning. Educator directs learning goals	Educator rarely provides opportunities for students to reflect on and take ownership of their learning
3.6 Uses flexibility and responsiveness to support the diverse needs of all students	Educator provides instruction that targets students' individual learning needs for support and enrichment Educator consistently initiates and provides supplemental intervention that addresses the full range of learning needs for students based on data and revised according to	Educator provides instruction based on general student learning needs for support and enrichment Educator frequently initiates and provides supplemental intervention that addresses a range of student learning needs based on data	Educator provides instruction based on general classroom learning needs Educator occasionally initiates and provides supplemental intervention for struggling students	Educator predominantly relies on one instructional method for all students Educator depends on others to initiate and provide academic and/or behavioral support

	student response			
3.7 Monitors and adjusts instruction in response to student performance and engagement	<p>Educator consistently monitors the progress of individuals and groups of students</p> <p>Instructional adjustments of materials, explanations, teaching strategies, or the addressing of student misconceptions, include timely decisions about whether differentiation of instruction is needed for the whole group, small groups, or individual students</p>	<p>Educator frequently monitors the progress of individuals and groups of students</p> <p>Instructional adjustments of materials, explanations, teaching strategies, or the addressing of student misconceptions are based on group struggles or progress with the content or skills</p>	<p>Educator monitors whole class development of skills</p> <p>Instructional adjustments focus primarily on pacing and procedures</p>	<p>Educator monitors student task completion and/or student behavior</p> <p>Few instructional adjustments are made</p>
3.8 Uses questioning and discourse techniques to enhance student learning	<p>Educator consistently facilitates curiosity of content, leading to student-developed questions, student-to-student discourse and self-inquiry through a variety of techniques</p>	<p>Educator frequently facilitates curiosity of content, leading to student and educator-developed questions, a combination of student to student and educator to student discourse through a variety of techniques</p>	<p>Educator engages students in low-level questioning, and discourse is educator directed</p>	<p>Educator dominates discussion and primarily provides information to students and mediates questions and answers</p>

Observation Feedback Form

Focus Area: Assessment for Learning

Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
Areas of Strength:	
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Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal Setting:	Educator Response:
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**Focus Area #4:
Assessment for Learning**

	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
4.1 Implements and designs a variety of formative and summative assessments that capture the complexity of student learning	<p>Implements and designs assessments that consistently incorporate the hierarchy of cognitive skills are aligned with learning objectives and value the diversity of ways students learn</p> <p>As evidenced by: Provides opportunity for assessments that are designed with or by students to allow for alternative ways for students to demonstrate their learning, and continually measure knowledge, skills and critical concepts in the content area, when appropriate, and/or formative assessments are consistently used to monitor student progress within the classroom setting, and modify instruction</p>	<p>Implements and designs assessments that frequently incorporate the hierarchy of cognitive skills align with learning objectives and value the diversity of ways students learn</p> <p>As evidenced by: Assessments are designed around some alternative ways for students to demonstrate their learning, skills and some higher-level content concepts, and formative assessments are frequently used to monitor student progress within the classroom setting, and modify instruction</p>	<p>Implements and/or designs assessments that occasionally incorporate the hierarchy of cognitive skills, somewhat align with learning objectives, and concentrate on a few ways that students learn</p> <p>As evidenced by: Assessments measure knowledge and skills but do not reach the higher-level content concepts, and formative assessments are used but do not inform instruction</p>	<p>Implements and/ or designs assessments focused on the lower order cognitive skills, are not directly tied to learning objectives, and do not reflect or accommodate diverse learning styles</p> <p>As evidenced by: Assessments primarily measure recall of information, and only summative assessments are used</p>

<p>4.2 Uses multiple sets of data that provide depth and breadth of understanding of student achievement on a regular basis</p>	<p>Educator is skilled at using results from formative and summative assessments and other forms of data to evaluate student learning and to inform planning and instruction to meet the needs of individual students through differentiation</p>	<p>Educator makes use of results from formative, summative, and other forms of data to evaluate student learning and to inform planning and instruction</p>	<p>Educator occasionally uses formative and summative assessments to inform instruction, and does not use other forms of data to support or refute their initial finding</p>	<p>Relies solely on summative (final) assessments to report performance or assign grades</p>
<p>4.3 Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress</p>	<p>Educator consistently collects, analyzes and communicates authentic data with colleagues, and consistently works to improve instructional or assessment strategies to increase student achievement</p>	<p>Educator collects, analyzes and communicates authentic data with colleagues, and frequently works to improve instructional or assessment strategies to increase student achievement</p>	<p>Educator collects and communicates required data with colleagues, and occasionally uses the data to implement strategies to increase student achievement</p>	<p>Educator rarely participates in collegial conversations around the collection and sharing of data to inform instruction</p>
<p>4.4 Provides students with assessment criteria and individualized, timely, descriptive feedback to help them to improve their performance and assume responsibility for their learning</p>	<p>Criteria are clearly communicated to students prior to and following an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing goals for their achievement/progress</p> <p>As evidenced by: Educator provides students with the opportunity to independently evaluate their own work or the work of their peers, and oral or written feedback describes strengths and weaknesses in</p>	<p>Criteria are clearly communicated prior to and following an assignment or assessment and include rubrics or exemplars of student work</p> <p>As evidenced by: Educator assists students in assessing their own work and/or the work of their peers but opportunities for independence are inconsistent, and oral or written feedback describes</p>	<p>Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors</p> <p>As evidenced by: Feedback includes numerical or letter grades and some general comments about students' weaknesses</p>	<p>Assessment criteria are not clear and/or are communicated after the assessment</p> <p>As evidenced by Feedback is generally provided as numerical or letter grades</p>

	the student performance and includes suggestions for improvements	strengths and weaknesses in the students performance and includes suggestions for improvements		
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**Focus Area # 5:
Professional Practice & Responsibility**

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
5.1 Collaborates with colleagues within and across the school community to enhance student learning	Educator consistently makes a substantial contribution to the professional community, develops collaborative relationships with colleagues that are characterized by mutual support and cooperation	Collaborative relationships with colleagues are frequently characterized by mutual support and cooperation	Educator makes limited contributions to the collaborative relationship with colleagues	Non-contributing educator who resists opportunities to collaborate with colleagues
5.2 Conducts oneself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices)	Always conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for educators			Has violated one or more indicators of the Connecticut's Code of Professional Responsibility for educators
5.3 Reflects on content, pedagogical skills, and effective resources for impact on student learning	Consistently reflects on lesson effectiveness and applies the reflection to future lessons. Educator provides evidence and can clearly communicate what they have learned through the reflective process	Frequently engages in reflective practice on lesson effectiveness. Educator provides evidence	Occasionally engages in reflective practice, reflection not acted upon	Rarely reflects
5.4 Seeks professional growth opportunities to enhance the skills related to teaching	Educator actively engages in learning opportunities, either within or outside of the district, and consistently works to apply new	Educator actively engages in learning opportunities, either within or outside of the district and frequently applies new knowledge	Educator engages in professional learning opportunities, either within or outside of the district, with occasional	Educator rarely engages in professional learning opportunities, either within or outside of

and to meeting the needs of all students	knowledge. Supports other colleagues with this new knowledge		attempts to incorporate new learning into teaching practices	the district, to enhance knowledge
5.5 Understands the needs and rights of all students and complies with the intervention and referral process	Educator demonstrates a comprehensive understanding of individual student needs through consistent implementation of documented accommodations, interventions, and/or instructional plans	Educator understanding of individual student needs is evident in the implementation of documented accommodations, interventions, and/or instructional plans	Evidence of educator understanding of individual student needs is evident, though educator only occasionally implements the documented accommodations, interventions, and/or instructional plans	Educator has limited understanding of student needs and/or rarely attempts to support/follow student's plan
5.6 Communicates with families as a partnership in student learning	Educator pro-actively communicates with families in order to ensure ongoing awareness of student progress and encouraging opportunities for the family to support student learning	Educator frequently communicates with families about student learning, involving the family in the learning process	Educator makes occasional attempts at communication with families regarding student learning, but communication does not solicit family input in a partnership	Educator makes no attempt to communicate with families regarding student learning, and/or fails to respond to family initiated communication to the Educator

Granby Public Schools



Granby Specialist Growth Continuum



Vision

Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

Mission

All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Learning Principles

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment

that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when Educators provide opportunities for them to:

- Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice, and demonstrate perseverance;
- Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections, and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

Achievement Goal

By 2015, students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Theory of Action for Supporting Students Who Struggle

We know Educator quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships,

AND

If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through

the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners,

THEN

We will meet the needs of all learners and all students will achieve at high levels.

Summary of Focus Areas and Indicators

Focus Area	Indicators
1. Environment	<p>1.1 Creates and implements behavioral expectations that support the learning environment and/or student growth</p> <p>1.2 Organizes and utilizes learning and/or office spaces to support safety and student learning</p> <p>1.3 Promotes environment that is respectful of individual needs and backgrounds</p>
2. Program Management and Assessment	<p>2.1 Plans, coordinates, and implements a program consistent with guidelines, policies, and procedures</p> <p>2.2. Manages program resources</p> <p>2.3. Develops, organizes, and maintains program and student records</p> <p>2.4. Assesses and documents attainments towards program objectives</p> <p>2.5. Administers, scores, evaluates, and/or interprets data from instruments or records</p> <p>2.6. Uses assessment information for decision making</p> <p>2.7. Uses evaluation to improve the delivery of services</p>
3. Direct Services/Instruction	<p>3.1. Demonstrates knowledge of best practices in specialty area of the profession</p> <p>3.2. Provides intervention or instruction that promotes student learning and development</p> <p>3.3. Seeks and selects resources and materials compatible with student needs</p> <p>3.4. Maintains communication and rapport with students and families</p>
4. Collaboration/Consulting/Coaching	<p>4.1 Creates collaborative, positive environment marked by trust and respect</p> <p>4.2. Shares expertise with staff</p> <p>4.3 Engages teachers in learning new skills and professional growth</p> <p>4.4. Demonstrates leadership and provides professional development and support to school staff</p>
5. Professional Practice & Responsibility	<p>5.1 Collaboration with colleagues within and across the school community to enhance student learning</p> <p>5.2 Conducting oneself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators (see CCT Code of Ethics and BOE Policies in appendices)</p> <p>5.3 Reflects on content, pedagogical skills, and effective resources for student learning</p> <p>5.4 Seeks professional growth opportunities to enhance skills</p> <p>5.5 Understands individual student needs and rights and complies with the intervention and referral process</p> <p>5.6 Communicates with families</p>

Focus Area #1: Environment

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
1.1 Creates and implements behavioral expectations that support the learning environment and/or student growth	Expectations and consequences for behavior are clearly established and implemented consistently and appropriately with evidence of student input	Expectations and consequences for behavior are clearly established and are implemented consistently and appropriately	Expectations and consequences for behavior are established but inconsistently reinforced/applied	Expectations and consequences for behavior are not evident, or may be inconsistent/inappropriate
1.2 Organizes and utilizes learning and/or office spaces to support safety and student learning	The physical and visual organization of the classroom or office maximizes safety and student learning	The physical and visual organization of the classroom or office supports safety and student learning	The physical and visual organization of the classroom or office may interfere with safety and student learning	The physical and visual organization of the classroom or office interferes with safety and student learning.
1.3 Promotes environment that is respectful of individual needs and backgrounds	Teacher and students are respectful and supportive of other's individual needs and backgrounds	Teacher and students are respectful of other's individual needs and backgrounds	Teacher inconsistently responds to lack of respect of other's individual needs and backgrounds	Teacher does not respond to lack of respect of other's individual needs and backgrounds

Observation Feedback Form

Focus Area:

Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:		
Areas for Growth:		
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
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Focus Area 2: Program Management and Assessment

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
2.1 Plans, coordinates, and implements a program consistent with guidelines, policies, and procedures	The specialist takes a leadership role in planning, coordinating, and implementing a program consistent with guidelines, policies, and procedures	The specialist effectively plans, coordinates, and implements a program consistent with guidelines, policies, and procedures	The specialist participates when approached in planning, developing, and implementing and/or following up on a program	The specialist does not participate in the full cycle of service delivery
2.2. Manages program resources	The specialist expertly manages resources (fiscal, human, material) and provides leadership to others in developing their skills with those resources	The specialist manages program resources effectively	The specialist requires and responds to guidance on the management of resources	The specialist demonstrates questionable practices in managing resources
2.3. Develops, organizes, and maintains program and student records	The specialist shares expertise in managing records and submitting reports in accordance with law, policies, and guidelines with others (provides model reports and peer support)	The specialist maintains student/program records that are timely, accurate, and thorough	The specialist's records and reports show inconsistency in timeliness, accuracy, and/or thoroughness	The specialist fails to complete records and reports in a timely, accurate, and/or thorough manner
2.4. Assesses and documents attainments toward program objectives	The specialist provides both statistical and anecdotal evidence of successful objective completion	The specialist assesses and documents attainment of program objectives	The specialist maintains a record of program objective completion but has weak or incomplete documentation	The specialist does not complete necessary documentation of program objectives

2.5. Administers, scores, evaluates, and/or interprets data from instruments or records	The specialist is adept at selecting, administering, and analyzing data from instruments or records and serves as a resource to others to build their capacity	The specialist demonstrates proficiency at selecting, administering, and analyzing data from instruments or records	The specialist requires assistance with instruments or data interpretation when needed.	The specialist does not appropriately administer or accurately interpret data from instruments and fails to seek assistance in doing so
2.6. Uses assessment information for decision making	The specialist pre-assesses students, seeks additional information, and makes informed decisions regarding the program or evaluation of the program	The specialist uses assessment information for decision making ???	The specialist uses minimal assessment information for decision making ???	The specialist makes decisions based heavily on perception with little or no consideration for assessment data
2.7. Uses evaluation to improve the delivery of services	The specialist is a reflective practitioner who continually improves the delivery of services through evaluating multiple sources of feedback and data	The specialist uses evaluation to improve the delivery of services	The specialist inconsistently uses evaluation information to improve the delivery of services	The specialist does not use evaluation information to improve the delivery of services

Observation Feedback Form

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Focus Area 3: Direct Services/Instruction

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
3.1. Demonstrates knowledge of best practices in specialty area of the profession	The specialist seeks and exhibits high levels of professionally related (current, accurate, and comprehensive) knowledge and continually relates that knowledge to the population served	The specialist demonstrates current, accurate, and comprehensive knowledge consistent to the profession	The specialist continues to develop the ability to demonstrated professional knowledge consistently in practice	The specialist's professional knowledge is out of date
3.2. Provides intervention or instruction that promotes student learning and development	The specialist facilitates student success through using a variety of strategies or approaches to support students' meeting their needs	The specialist provides interventions/instruction that promote student learning	The specialist uses a limited number of /ineffective strategies or approaches to meet the needs of the students	The specialist does not differentiate strategies or approaches based on student needs
3.3. Seeks and selects resources and materials compatible with student needs	The specialist seeks/selects and, if necessary, develops resources compatible with student needs	The specialist seeks, selects, and uses resources compatible with student needs	The specialist inconsistently identifies, selects, and uses resources compatible with student needs	The specialist continually uses the same resources regardless of student needs
3.4. Maintains communication and rapport with students and families	The specialist cultivates a positive relationship with students and families built on trust including frequent contact/feedback to families	The specialist maintains effective communication and rapport with students and families including regular contact/feedback to families	The specialist makes an effort to communicate with students and families but is ineffective	The specialist makes little or no attempt to communicate or build rapport with students and/or families

Observation Feedback Form**Focus Area:**

Observation Date: __Formal __Informal Setting:	Educator Response:
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Focus Area 4: Collaboration/Consulting/Coaching

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
4.1 Creates collaborative, positive environment marked by trust and respect	Relationships with the specialist are collaborative, highly respectful, and trusting with many contacts initiated. Administrators view the specialist as a positive force in the school who can be trusted to support teachers	Relationships with the specialist are collaborative and respectful. Colleagues and administrators view the specialist's support in positive ways, and they are unafraid to ask for what they need because of the trust developed	Relationships with the specialist are cordial and cooperative; but teachers don't actively seek assistance from the specialist	Staff are reluctant to request assistance from the specialist, fearing that such a request might be treated as a sign of deficiency
4.2. Shares expertise with staff	The quality of the specialist's lessons/workshops/consulting services is uniformly excellent and appropriate to the needs of the staff being served. The specialist conducts extensive follow-up work with staff	The quality of the specialist's lessons/workshops/consulting services is uniformly high and appropriate to the needs of the staff being served. The specialist conducts follow-up work	Specialist's lessons/workshops/consulting services are inconsistent and not always appropriate to the needs of the staff being served	Specialist's lessons/workshops/consulting services are of poor quality or not appropriate to the needs of the staff being served
4.3 Engages teachers in learning new skills and professional growth	Teachers are highly engaged with the specialist in acquiring new skills and taking the initiative in suggesting new areas for growth`	Teachers are engaged in acquiring new skills and knowledge due to the specialist's ability to motivate and support them in these efforts	Specialist's efforts to engage teachers in professional learning are partially successful, with only some participating	Specialist does not create opportunities to engage teachers in professional learning and motivate them to participate
4.4. Demonstrates leadership and provides professional development and support to school staff	The specialist is a transformational leader who facilitates program and staff success	The specialist demonstrates leadership and provides professional development to staff	The specialist inconsistently provides effective leadership	The specialist is an ineffective leader

Observation Feedback Form**Focus Area:**

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Focus Area 5: Professional Practice & Responsibility

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
5.1 Collaboration with colleagues within and across the school community to enhance student learning	Teacher consistently makes a substantial contribution to the professional community, develops collaborative relationships with colleagues that are characterized by mutual support and cooperation	Collaborative relationships with colleagues are frequently characterized by mutual support and cooperation	Member makes limited contributions to the collaborative relationship with colleagues	Non-contributing member who resists opportunities to collaborate with colleagues
5.2 Conducting oneself as a professional in accordance with the Connecticut’s Code of Professional Responsibility for Educators (see CCT Code of Ethics and BOE Policies in appendices)	Always conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for educators			Has violated one or more indicators of the Connecticut’s Code of Professional Responsibility for educators
5.3 Reflects on content, pedagogical skills, and effective resources for impact on student learning	Demonstrates continual reflection on lesson effectiveness and applies the reflection to future lessons. Teacher can clearly communicate what they have learned through the reflective process	Frequently engages in reflective practice on lesson effectiveness. Teacher can provide evidence	Reflective practice is in development, reflection not acted upon	No reflection
5.4 Seeks professional growth opportunities to enhance skills	Teacher actively pursues learning opportunities, either within or outside of the district, and consistently works to apply new knowledge. Supports other colleagues with this new knowledge	Teacher actively pursues learning opportunities, either within or outside, of the district and frequently applies new knowledge	Teacher engages in professional learning opportunities, either within or outside of the district, with no attempt to incorporate new learning into practices	Teacher engages in no professional learning opportunities, either within or outside of the district, to enhance knowledge

5.5 Understands individual student needs and rights and complies with the intervention and referral process	Teacher demonstrates a comprehensive understanding of individual student needs through consistent implementation of documented accommodations, interventions, and/or instructional plans	Teacher understanding of individual student needs is evident in the implementation of documented accommodations, interventions, and/or instructional plans	Evidence of teacher understanding of individual student needs is evident, though teacher inconsistently implements the documented accommodations, interventions, and/or instructional plans	Teacher has limited understanding of student needs and/or makes no attempt to support/follow student's plan
5.6 Communicates with families as a partnership in student learning	Teacher pro-actively communicates with families in order to ensure ongoing awareness of student progress and encouraging opportunities for the family to support student learning	Teacher frequently communicates with families about student learning, involving the family in the learning process	Teacher makes occasional attempts at communication with families regarding student learning, but communication does not solicit family input in a partnership	Teacher makes no attempt to communicate with families regarding student learning, and/or fails to respond to family initiated communication to the teacher

Observation Feedback Form

Focus Area:

Observation Date:	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:			
Areas for Growth:			
Observation Date:	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:			
Areas for Growth:			

Observation Date: __Formal __Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: __Formal __Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: __Formal __Informal Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

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Appendix B: Forms

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Granby Public Schools Summative Evaluation Report

Name:

School:

Assignment:

Date :

Part I: Observation of Educator Performance and Practice - 40%

Focus Area 1 Learning Environment

Score: ____

Focus Area 2 Planning for Active Learning

Score: ____

Focus Area 3 Instruction for Active Learning

Score: ____

Focus Area 4 Assessment for Learning

Score: ____

Focus Area 5 Professional Practice and Responsibility

Score: ____

Part I Score (average of the above focus areas): ____

Areas of Strength:	Areas for Growth:
--------------------	-------------------

Part II: School-wide Feedback - 10%

a. Peer Feedback 5%

Score: ____

b. Parent Feedback 5%

Score: ____

Part II Score: (average of the above focus areas): ____

Part III: Indicators of Academic Growth - 45%

Student Learning Outcome #1 - (22.5 %)

Score: ____

Areas of Strength:	Areas for Growth:
--------------------	-------------------

Student Learning Outcome #2 – (22.5%)
Score: ____

Areas of Strength:	Areas for Growth:
--------------------	-------------------

Part III Score (average of the above focus areas): ____

Part IV: School-wide Student Feedback – 5%

Part IV Score: ____

Part VI: Calculation of Overall Rating: See pages X-X in the *Granby Educator Effectiveness Professional Learning and Performance Evaluation Manual* to determine the educator’s overall rating.

Part VI Overall Rating: ____

Additional Comments

Evaluator

Educator

Educator Signature _____

Date _____

Evaluator Signature _____

Date _____

Granby Public Schools
Setting Student Learning Objectives (SLOs)

Name: _____

School: _____

Teaching Assignment: _____

Date: _____

Student Learning Objective #1

Subject Area:	Grade(s):
---------------	-----------

Student Learning Objective:
Rationale (How will the SLO benefit student learning? How does my SLO reflect the needs of my students? What evidence informs my decision?):
Indicator(s) for Academic Growth and Development (IAGD):
Action Plan (What data will you use to measure your goal? How will you scaffold learning during your planning to obtain the student learning outcomes? How will you implement your planning through instruction? How will you assess for student learning? What resources do I need to facilitate the SLO?)

Student Learning Objective #2

Subject Area:	Grade(s):
---------------	-----------

Student Learning Objective:
Rationale (How will the SLO benefit student learning? How does my SLO reflect the needs of my students? What evidence informs my decision?):
Indicator(s) for Academic Growth and Development (IAGD):
Action Plan (What data will you use to measure your goal? How will you scaffold learning during your planning to obtain the student learning outcomes? How will you implement your planning through instruction? How will you assess for student learning? What resources do I need to facilitate the SLO?)

Granby Public Schools Goal Setting Plan: Mid Year Progress Conference

Name:
Teaching Assignment:

School:
Date:

Mid Year reflective questions: (not a narrative to be written but a conference with the evaluator and a form or write up to be completed jointly.)

- What progress towards goals has been made?
- What is working so far and what has gotten in the way?
- What adjustments need to be made to the goal and or what new/different measures will be gathered to inform progress?
- What support or needs have arisen in this process?

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Granby Public Schools Goal Setting Plan: End of Year Self-Assessment

Name:
Teaching Assignment:

School:
Date:

End of year self assessment:

Progress towards goals

Guiding Questions:

- Did outcomes align with expectations at the beginning of the year?
- What worked and what got in the way?

Discussion of evidence of student learning

- What does the evidence collected tell me?

Contribution to school community

Professional growth modifications and needs (development)

- How will these reflections help to inform goals for next year?
- Where do I go from here?

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End of Year Self-Assessment of Professional Practice Form

Educators will use the space below to reflect on perceived strengths and areas for improvement for each of the 5 focus areas of the *Continuum*.

Continuum Focus Area	1. Where are my relative strengths AND areas for improvement based upon the indicators of this focus area? 2. What supports do I need to grow in this focus area?
1. The learning Environment	
2. Planning for Active Learning	
3. Instruction for Active Learning	
4. Assessment for Learning	
5. Professional Practice and Responsibility	

Granby Public Schools Support Plan Referral Form

Evaluator Directions: Complete the following form to place an educator on a Structured or Intensive Support.

Required Fields

Educator	
Building	
Position	
Referral	<input checked="" type="radio"/> Referral to Structures Support <input checked="" type="radio"/> Referral to Intensive Support

Reason for Referral

Evaluators signature:

Educators signature:

Educator's signature only indicates receipt of form, not agreement with contents.

Attachments: Documents may be attached

Granby Public Schools Support Plan Summary Form

Evaluator Directions: Complete the following Assistance Plan Summary in addition to the summative evaluation.

Required Fields:

Educator		
Building		
Position		
Plan	<input checked="" type="radio"/> Structures Support	<input checked="" type="radio"/> Intensive Support

Reasons for referral:

Duration of plan:

Date of Goal setting meeting (within the first 30 days) :

Action Plan:

Focus Area (s)	
Action Steps	
Resources	
Timeline	
Evidence	
Desired Outcomes	

Dates of conferences and overviews:

Dates of Observations and overviews:

Evaluator Comments:

Check the box for future recommendations:

	Remove from current support plan
	Remove from current support plan and place on new structured support plan
	Remove from current plan and placed on intensive support plan
	Superintendent Referral

Follow up comments:

Evaluators signature: _____

Educators signature: _____

Educator's signature only indicates receipt off form, not agreement with contents.

Educator Support Matrix 1

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Educator Support Matrix 2

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Educator Support Matrix 3

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Educator Support Matrix 4

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Attachments: Documents may be attached

Granby Public Schools Appeal Request Form

Directions: The right to appeal is available to every participant at any point. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. An appeal will be considered if it relates to process or procedure; an appeal will not be considered if it relates only to the content or substance of the evaluation. Appeals will be heard by the Superintendent or a designated Appeals Advisory Committee.

Required Fields- Participant Seeking Appeal Hearing

Participant Name	
Building	
Position	

Identify the specific process or procedure that is under appeal:

Participant Signature:

Date: _____

Attachments: Documents may be attached.

Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

5% of an educator’s evaluation will be based on **student feedback**.

5% of an educator’s evaluation will be based on **parent feedback**.*

5% of an educator’s evaluation will be based on **peer feedback**.*

* = If the response rate for either of these survey categories is less than 20%, that category may be forfeited and the other category will account for the remaining 10% of the feedback.

Requirements:

- Surveys must be fair, reliable, valid and useful.
- Student surveys are created and administered in an age-appropriate manner.
- Surveys will be administered electronically.
- Surveys must be aligned with the CCT and CT Framework for Teaching.
- Survey results are confidential.
- Responses must be anonymous.
- Results align with and influence student learning goals (SLOs).

Administration:

- All surveys must be administered electronically.
- For the Secondary level, it is recommended that the survey be e-blasted to parents during this time period. (Multiple reminders may be required to ensure a higher response rate.)
- All student surveys must be administered during the school day.
- The Primary Student Feedback survey should be read to students to ensure understanding.
- Allow 15 minutes for surveys to be completed.

Administration Timeline*:

Survey	Initial Administration	Re-administration
Student (Primary, Intermediate, and Secondary)	mid-September to mid-October	mid-March to mid-April
Parent survey	November conferences (or e-blast to parents)	March conferences (or e-blast to parents)
Peer survey	mid-September to mid-October	mid-March to mid-April

*In the spring of 2013, surveys will be piloted to ensure validity and allow committee members to make adjustments as necessary. In the 2013-2014 school year, the surveys will be administered twice to a small, random sample to ensure reliability (see timeline above for this group). The survey will be administered to everyone district-wide in the spring of 2014 (see re-administration column of timeline above).

Granby Public Schools Feedback Survey Questions

Note: The numbers in parentheses refer to focus area and indicator on the *Continuum*.

Student – Primary

1. At school, I feel listened to. (1.4)
2. At school, I can ask for help when I need it. (1.3, 3.5)
3. At school, teachers show us how to do new things. (3.1)
4. At school, I know what I am supposed to do. (1.1, 2.5, 4.4)
5. At school, I can get my work done. (1.4)

Student – Intermediate

1. At school, I feel like my ideas are heard. (1.4)
2. At school, I feel comfortable asking for help. (1.3)
3. At school, teachers give examples to help me understand new ideas. (3.1)
4. At school, I understand what is expected of me. (1.1, 2.5, 3.7, 4.4)
5. At school, I am able to complete my work. (1.4)
6. At school, teachers use different ways to help us learn. (3.1, 3.5, 4.2)
7. At school, teachers explain why what I am learning is important. (2.4)
8. At school, teachers give me thoughtful feedback. (3.2, 4.4)
9. At school, there are clear rules. (1.1)
10. At school, I feel challenged. (3.4, 3.5, 3.6, 3.8)

Student – Secondary

1. At school, I feel like I have the opportunity for my ideas to be heard. (1.4)
2. At school, I feel comfortable asking for help. (1.3)
3. At school, teachers model new concepts. (3.1)
4. At school, I understand the work expectations. (1.1, 2.5, 3.7, 4.4)
5. At school, I am able to complete the class work. (1.4)
6. At school, teachers use a variety of ways to instruct. (3.1, 3.5, 4.2)
7. At school, teachers explain how concepts are connected to the real world. (2.4)
8. At school, teachers give me meaningful feedback. (3.2, 4.4)
9. At school, there are clear behavioral expectations. (1.1)
10. At school, I feel challenged. (3.4, 3.5, 3.6, 3.8)

Parent

1. I feel comfortable contacting my child's teachers. (5.6)
2. My child's teachers care about his/her academic success. (2.6, 3.2)
3. My child's teachers clearly define assignments. (2.5, 4.5)
4. My child's teachers set appropriate expectations. (1.1, 3.7)
5. My child's teachers offer additional help when needed. (3.6, 4.1)
6. My child's teachers provide information about his/her progress. (4.4, 5.6)

Peer

1. My colleagues are comfortable collaborating with each other. (4.3, 5.1)
2. My colleagues care about their students' academic success. (4.5)
3. My colleagues use effective instructional strategies. (2.2, 2.3, 3.1)
4. My colleagues develop clearly defined learning expectations. (3.7)
5. My colleagues develop differentiated instruction to meet the needs of all students. (2.6)
6. My colleagues communicate student progress with students, staff and families. (3.2, 4.4, 5.1, 5.6)
7. My colleagues create a safe and respectful environment for all students. (1.1, 1.3)
8. My colleagues create lessons that promote real world critical thinking. (2.4)

On 3/25/13, the small editing committee made the following suggestion: “Do we want a preamble to say what we are doing with these (for what purpose?) in language appropriate for

audience, and do we want a comments section?" This will need to be written by the committee members.

Granby Parent Feedback

Granby Public Schools provides this survey to collect feedback that will be used by staff to reflect and improve school practices. Granby values your input and appreciates your time in completing this survey.

For each survey item, please consider all teachers that your child/children work(s) with. Select the answer that applies to the majority.

Question	All	Most	Some	Few
1. I feel comfortable contacting my child's educators.				
2. My child's educators care about his/her academic success.				
3. My child's educators clearly define assignments.				
4. My child's educators set appropriate expectations.				
5. My child's educators offer additional help when needed.				
6. My child's educators provide information about his/her progress.				

On 3/25/13, the small editing committee made the following suggestion: "Do we want a preamble to say what we are doing with these (for what purpose?) in language appropriate for

audience, and do we want a comments section?" This will need to be written by the committee members.

Granby Peer Feedback

Granby Public Schools provides this survey to collect feedback that will be used by staff to reflect and improve school practices. Granby values your input and appreciates your time in completing this survey.





For each survey item, please indicate the box you agree with most.

Question	All	Most	Some	Few
1. My colleagues are comfortable collaborating with each other.				
2. My colleagues care about their students' academic success.				
3. My colleagues use effective instructional strategies.				
4. My colleagues develop clearly defined learning expectations.				
5. My colleagues develop differentiated instruction to meet the needs of all students.				
6. My colleagues communicate student progress with students, staff and families.				
7. My colleagues create a safe and respectful environment for all students.				
8. My colleagues create lessons that promote real world critical thinking.				

On 3/25/13, the small editing committee made the following suggestion: "Do we want a preamble to say what we are doing with these (for what purpose?) in language appropriate for audience, and do we want a comments section?" This will need to be written by the committee members.

**Granby Student Feedback Survey
Primary (K-2)**

Teachers/Teacher Assistants: Please read each test item to students to ensure understanding for accurate feedback. For each survey item, students should indicate the box that they agree with.

	Always 	Sometimes 	Once In A While 	Never 
Example: I ride the school bus.				
1. At school, I feel listened to.				
2. At school, I can ask for help when I need it.				
3. At school, teachers show us how to do new things.				
4. At school, I know what I am supposed to do.				
5. At school, I can get my work done.				

On 3/25/13, the small editing committee made the following suggestion: "Do we want a preamble to say what we are doing with these (for what purpose?) in language appropriate for audience, and do we want a comments section?" This will need to be written by the committee members.

**Granby Student Feedback Survey
Intermediate (3-6)**

Your school is giving this survey to collect your thoughts and feelings to help make the school the best it can be.

For each survey item, check the box that you agree with most.

	Always	Sometimes	Rarely	Never
Example: I like listening to music.				
1. At school, I feel like my ideas are heard.				
2. At school, I feel comfortable asking for help.				
3. At school, school staff gives examples to help me understand new ideas.				
4. At school, I understand what is expected of me.				
5. At school, I am able to complete my work.				
6. At school, school staff uses different ways to help us learn.				
7. At school, school staff explains why what I am learning is important.				
8. At school, school staff gives me thoughtful feedback.				
9. At school, there are clear rules.				
10. At school, I feel challenged.				

On 3/25/13, the small editing committee made the following suggestion: “Do we want a preamble to say what we are doing with these (for what purpose?) in language appropriate for audience, and do we want a comments section?” This will need to be written by the committee members.

**Granby Student Feedback Survey
Secondary (7-12)**

Your school is giving this survey to collect feedback that will be used by your educators to make the school the best it can be.

For each survey item, please check the box that you agree with most.

	Always	Sometimes	Rarely	Never
1. At school, I feel like I have the opportunity for my ideas to be heard.				
2. At school, I feel comfortable asking for help.				
3. At school, educators model new concepts.				
4. At school, I understand the work expectations.				
5. At school, I am able to complete the class work.				
6. At school, educators use a variety of ways to instruct.				
7. At school, educators explain how concepts are connected to the real world.				
8. At school, educators give me meaningful feedback.				
9. At school, there are clear behavioral expectations.				
10. At school, I feel challenged.				

Granby Artifactual Evidence Form

Educator Name:
School:

Grade/Subject:
School Year:

The artifactual evidence is an essential component to the evaluation process. It allows for Educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-reflection and Educator growth. Educators are responsible for including as much evidence as possible to support their individual goals. Evidence will vary depending on content area, grade and Educator.

Requirements:

- One to two pieces of evidence per focus area.
- Indicator should be apparent on each piece of evidence.
- Evidence must be presented at end-year conference.

Focus Area	Indicator	Evidence Description	Educator Comments (Optional)	Evaluator Rating			
				ExP	EfP	DP	IP
Learning Environment							
Planning for Active Learning							
Instruction for Active Learning							
Assessment for Learning							
Professional Practice & Responsibility							

ExP = Exceptional Practice, EfP = Effective Practice, DP = Developing Practice, IP = Ineffective Practice

Evaluator Comments:

Artifactual Evidence Form

The following is a list of suggested artifactual evidence. Keep in mind that some items may be applicable to more than one Focus Area, and some items may be more appropriate for one grade level or subject than another. Examples include, but are not limited to the following:

- Classroom design/seating arrangements
- Copy of syllabus with classroom expectations
- Copy of classroom behavior plan
- Examples of positive learning environment in action
- Photographs of displays used for instruction
- Examples of parent communication
- Multiple approaches/opportunities to access curriculum
- Plan book
- Lesson plans
- Unit plans
- Mini-lessons
- Department meeting minutes/notes
- PLC conversations/groupings based on student needs
- Differentiated instruction through lesson plans and student work sample
- Projects/Activities
- Re-teaching/reinforcement opportunities
- Enrichment activities
- Workshop model/centers/stations
- Formative assessments
- Benchmark assessments
- Rubrics
- Performance assessments
- Exit slips
- Unit tests
- Student work samples demonstrating teacher feedback
- Contributions to PLC conversations/departments meetings
- Contributions to school community
- Collaboration/Co-planning/Co-teaching
- Interaction with student's families/community
- Participation in school activities/clubs/committees
- Participation in Professional Development opportunities
- Examples of peer feedback
- Participation in intervention/referral process
- Video clips
- Educator websites
- Blog
- Action Research
- Online sites/programs

Appendix C: State Law

DRAFT

RESOLVED, That the State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12.2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopts guidelines for a model teacher and administrator evaluation and support program.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 12-116, requires, in part, that the “superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section.” Subsection (c) of Section 10-151b, as amended by Sec. 51 of P.A. 12-116 (C.G.S.), requires that “on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.” For this section, the term “teacher” shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

Senate Bill No. 458

Public Act No. 12-116

Sec 51- 56

Sec. 51. Section 10-151b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof

Public Act No. 12-116 114 of 191

(a) The superintendent of each local or regional board of education shall [continuously] annually evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, and may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures

of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) [Each] (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines [established] adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(2) Not later than June thirtieth of each year, each superintendent

Public Act No. 12-116 115 of 191

shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

(c) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall [provide guidance on] include, but not be limited to, (1) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (2) the use of multiple indicators of student academic growth and development in teacher evaluations; [. Such guidelines shall include, but not be limited to: (1) Methods] (3) methods for assessing student academic growth and development; [(2)] (4) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; [and (3)] (5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (6) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (7) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (8) the creation of individual

Public Act No. 12-116 116 of 191

teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (9) opportunities for career development and professional growth; and (10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings. The State Board of Education, following the completion of the teacher evaluation and support pilot program, pursuant to section 52 of this act, and the submission of the study of such pilot program, pursuant to section 53 of this act, shall validate the guidelines adopted under this subsection.

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

Sec. 52. (NEW) (Effective from passage) (a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the **Public Act No. 12-116 117 of 191**

provisions of subsection (d) of this section, at least eight school districts, but not more than ten school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide training to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department

of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

(c) On or before May 25, 2012, a local or regional board of education may apply, on a form provided and in a manner prescribed by the commissioner, to participate in the teacher evaluation and support pilot program.

(d) The commissioner shall select a diverse group of rural, suburban

Public Act No. 12-116 118 of 191

and urban school districts with varying levels of student academic performance to participate in the teacher evaluation and support pilot program. If the commissioner does not receive an adequate amount of applications for participation in the teacher evaluation and support pilot program, the commissioner shall select school districts for participation in such teacher evaluation and support pilot program to satisfy the representation requirements under this subsection.

Sec. 53. (NEW) (Effective from passage) (a) The Neag School of Education at The University of Connecticut shall study the implementation of the teacher evaluation and support pilot program described in section 52 of this act. Such study shall (1) analyze and evaluate the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, for each local or regional board of education participating in the teacher evaluation and support pilot program, (2) compare such teacher evaluation and support program adopted by each local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, to the teacher evaluation and support program guidelines adopted by the State Board of Education pursuant to subsection (c) of said section 10-151b, and (3) compare and evaluate the use of student performance data on the state-wide mastery examination, pursuant to section 10-14n of the general statutes, and the use of student performance data on progress monitoring tests approved by the State Board of Education as an indicator of and method for student academic growth and development.

(b) Upon completion of such study, but not later than January 1, 2014, the Neag School of Education at The University of Connecticut shall (1) submit to the State Board of Education such study and any recommendation concerning validation of the teacher evaluation and support program guidelines adopted by the State Board of Education

Public Act No. 12-116 119 of 191

pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, and (2) submit such study to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 54. (NEW) (Effective July 1, 2012) Prior to the implementation of the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, but not later than July 1, 2014, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and

support program developed by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Sec. 55. (NEW) (Effective July 1, 2012) On July 1, 2014, and annually thereafter, the Commissioner of Education shall randomly select, within available appropriations, at least ten teacher evaluation and support programs developed pursuant to section 10-151b of the general statutes, as amended by this act, to be subject to a comprehensive audit conducted by the Department of Education. The department shall submit the results of such audits to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11- 4a of the general statutes.

Public Act No. 12-116 120 of 191

Sec. 56. Subsection (a) of section 10-220a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local or regional board of education shall provide an in- service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, subsection (a) of section 10-220a, as amended by this act, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and

Public Act No. 12-116 121 of 191

response to bullying, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and

classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, [and] (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10- 151b, as amended by this act. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

Senate Bill No. 501

Public Act No. 12-2

Sec 23- 24

Sec. 23. Subdivision (1) of subsection (b) of section 10-151b of the 2012 supplement to the general statutes, as amended by section 51 of public act 12-116, is repealed and the following is substituted in lieu thereof (Effective from passage):

(b) (1) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

Sec. 24. Subsections (a) and (b) of section 52 of public act 12-116 are repealed and the following is substituted in lieu thereof (Effective from passage):

(a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the provisions of subsection (d) of this section, at least eight school districts or consortia of school districts, but not more than ten school districts or consortia of school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

June 12 Sp. Sess., Public Act No. 12-2 19 of 195

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide [training] orientation to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

June 12 Sp. Sess., Public Act No. 12-2 20 of 195

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Appendix D: CSDE PEAC Guidelines

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CSDE Guidelines/Core Requirements

In accordance with the PEAC established guidelines, CSDE has generated the following rubric to assist districts in the creation of aligned plans. The Rubric that follows was used in design and review of the BPS Teacher Professional Growth and Evaluation Manual

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Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. The principal/designee collects evidence about teacher practice to support the review.</p>	<p>relevant to gather/review. There may also be reference to where this information can be found.</p> <p>Includes guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
Mid-Year Check-In	<p>The mid-year check-in is not mentioned or addressed.</p>	<p>There is mention of a mid-year check-in but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>The Mid-Year Check-In is specifically addressed as a required step.</p> <p>Opportunity is provided for evaluators and teachers to review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators.</p> <p>This review allows for revisions to the strategies or approach being used and a mutually agreed upon adjustment of student learning goals.</p>	<p>Includes ongoing guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
End-of-Year Conference	<p>The end-of-year conference is not mentioned or addressed.</p>	<p>There is mention of an end-of-year review, but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>And/or there is no mention of the teacher</p>	<p>Both the teacher self-assessment and the end-of-year summative review are addressed as required steps.</p> <p>Opportunity is provided for both a teacher self-reflection and a final summative discussion between the teacher and evaluator.</p> <p>The teacher will collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator. The teacher and evaluator have opportunity to discuss the extent to which</p>	<p>Includes an opportunity to reflect on the overall professional growth trajectory during the course of the year and to look ahead to professional learning needs for the future.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>self-assessment.</p> <p>Does not apply to all teachers.</p>	<p>students met the learning goals/objectives.</p> <p>Following the conference, the evaluator rates the teacher based on criteria for 4 levels of performance.</p> <p>Note: If state test data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15th when state test data are available.</p>	
4-Level Matrix Rating System	No mention of a rating system as applied to the summative review.	Rating system is provided but it does not fully align to the guidelines (as outlined under the “Meets” rating).	<p>Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing, and Below Standard.</p> <p>Determination of summative rating aligns with guidelines, including:</p> <ol style="list-style-type: none"> 1. Rating in each of four categories 2. Determination of an “outcomes” rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator and/or student feedback rating (5%). 3. Determination of a “practice” rating composed of the performance and practice rating (40%) and the peer or parent feedback rating (10%). 4. Combine outcomes rating and practice rating into a final rating 	Matrix rating system is accompanied by a comprehensive key for use of the rating system.

Feedback on Evaluation Process:

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Category 1- 45% Student Outcomes/Achievement

Attainment of goals and/or objectives for student growth using **multiple indicators** of academic growth and development to measure the goals/objectives

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
Goal-Setting Process	No mention of what will be discussed/accomplished during the goal-setting process as applicable to student growth and development.	Some mention of what will be discussed during the goal-setting process, but a targeted goal of 1 to 4 objectives is not clear and/or there is no reference to Indicators of Academic Growth and Development (IAGDs).	<p>During the goal-setting meeting, at least 1, but no more than 4 goals/objectives for student growth are determined and Indicators of Academic Growth and Development (IAGDs) are established for each goal.</p> <p>It is evident that the process allows for all IAGDs to be mutually agreed-upon by the teacher and their evaluator and an agreement on the balance of weighting standardized and non-standardized indicators for the 45% component.</p>	
Indicators of Academic Growth and Development (IAGDs)	There is no reference to IAGDs.	<p>IAGDs are referenced, however, it is unclear or confusing what can be used as an IAGD.</p> <p>The standardized IAGD(s) account for less than 22.5% of the final summative rating in any instance where they are available.</p>	One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met are based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (e.g. CMT, CAPT, etc.).	A comprehensive list of examples of what can be used as a standardized/non-standardized IAGD is provided within the proposal and as part of the orientation for teachers.

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>May also include a maximum of one additional standardized indicator, if there is mutual agreement.</p> <p>A minimum of 1 non-standardized indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).</p> <p>These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.</p>	
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Feedback for Category 1:

Category 2- 40% Teacher Performance and Practice
Observation of teacher practice and performance

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
Observation Protocol	No mention of the observation requirement.	<p>Mention of the observation requirement, however the number of observations is inconsistent with the guidelines (by grouping of teachers, formal vs. informal, etc).</p> <p>There is no mention of</p>	Observation model is standards-based and involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations.	<p>Full explanation on how observations should be conducted, rated and debriefed.</p> <p>Rationale provided for why a particular framework was selected.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>expectations for feedback.</p> <p>Observation model is not standards-based.</p>	<p>Constructive oral and written feedback of observations is provided in a useful and timely manner.</p> <p>Minimum criteria:</p> <p>Year 1 and 2 teachers receive at least 3 formal in-class observations. Two of 3 include pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of below standard or developing receive a number of observation appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of proficient or exemplary receive a combination of at least 3 formal observations of practice, 1 of which must be formal in-class; to be agreed upon by teacher and evaluator. Examples of non-classroom observations or</p>	<p>Goes beyond the minimum criteria for differentiating observations based on experience, prior ratings, needs, and goals.</p>
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Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.</p> <p>All evaluators are expected to provide timely written and verbal feedback for all observations.</p>	
Rubric	No mention of a rubric or process for reviewing observations.	Mention of a rubric and general guidelines, but actual rubric is not included, is unclear and/or does not include 4 performance levels.	<p>Observations will be rated using a rubric across 4 performance levels.</p> <p>Rubric should be included.</p>	Full rationale for why a certain rubric was selected and how it will be used throughout the evaluation process.
Norming/Calibration	No mention of an opportunity for training and calibrating evaluators on the observation model.	Minimal mention of training and calibration, but no clear plan articulated.	<p>District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>There is a mechanism in place for assessing individual evaluator proficiency on an on-going basis. There should also be a plan in place for those who do not demonstrate proficiency within a specified period of time.</p>	<p>District clearly outlines how it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>As well, district defines mechanism for assessing evaluator proficiency on an ongoing basis.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback for Category 2:

Category 3- 10% Parent OR Peer Feedback

Parent or peer feedback including surveys

Select which one applies to this proposal:

!!Parent Feedback OR

!!Peer Feedback

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
<p>General survey Protocol (as applicable) and Final Ratings System</p>	<p>Neither Parent or Peer Feedback is addressed within the proposal.</p>	<p>Parent and/or Peer Feedback is referenced, but it is unclear which feedback is being incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>Survey used to capture Parent or Peer Feedback is anonymous and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Clear explanation of how the parent or peer feedback will be captured, reviewed and summarized.</p> <p>For parent surveys, ratings are based on one of two options:</p>	<p>Innovative use of approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<ul style="list-style-type: none"> – a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or – b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results. <p>The parent or peer feedback rating is across four performance levels.</p>	
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Feedback for Category 3:

Category 4- 5% Whole-School Student Learning OR Student Feedback
 Whole-school student learning indicators or student feedback

Select which one applies to this proposal:

!!Whole-School Student Learning OR

!!Student Feedback!

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
(as applicable) Selection of Whole-School Learning Indicators	Neither Whole-School Student Learning indicator and/or Student Feedback are addressed in the proposal.	Whole-School Student Learning indicator and/or Student Feedback are referenced, but it is unclear which feedback is being	For districts using the Whole-School Student Learning indicator, ratings are represented by the aggregate rating for multiple student	Full explanation of rationale for how Whole-School Student Learning Indicator was selected/why?

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

<p><i>AND/OR</i></p> <p><i>(as applicable)</i> Student Survey Protocol</p>		<p>incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>learning indicators established for the administrator’s evaluation rating.</p> <p>Survey is anonymous, and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Surveys use age and grade-level appropriate language and administration protocol must be administered to each student</p> <p>Results from surveys addressed by teachers align with student learning goals.</p> <p>For whole-school student surveys, ratings are based on one of two options:</p> <ul style="list-style-type: none"> – a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by 	<p>Innovative use of approaches such as focus groups, interviews, or teachers’ own surveys may be used to collect information from students.</p>
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Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>Either the Whole-School Student Learning Indicator OR the student feedback rating shall be among 4 performance levels.</p>	
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Feedback for Category 4:

Other Required Items:

Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Definition of Effectiveness and Ineffectiveness	There is no definition of effectiveness and ineffectiveness provided.	Definitions of effectiveness and ineffectiveness are provided, but are unclear, inconsistent and/or do not utilize a pattern of summative ratings derived from the new evaluation system.	District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.	
Evaluation-Based Professional Learning	There is no mention of evaluation-based professional learning.	There is vague or incomplete mention of evaluation-based professional learning.	District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals’ needs that are	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback.	
Career Development and Professional Growth	There is no mention of career development and professional growth.	There is vague or incomplete mention of career development and professional growth and/or it is not linked to the evaluation process.	District provides opportunities for career development and professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways.	
Individual Teacher Improvement and Remediation Plans	There is no mention of individual teacher improvement and remediation plans.	There is vague or incomplete mention of individual teacher improvement and remediation plans.	District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback on Other Core Requirements:

Final Summary:

Section	Overall rating	Comments
Evaluation Process:		
Category 1- Student Outcomes:		
Category 2- Teacher Performance and Practice:		
Category 3- Parent or Peer Feedback:		
Category 4- Whole-School Student Learning or Student Feedback:		
Other:		

!

- Approved- meets guidelines**
- Not Approved- does not meet guidelines, must be resubmitted for review by: _____**

Appendix E: CCT Alignment

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CCT Alignment

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 1	1.1	Demonstrating proficiency in reading, writing, and mathematics skills;	2.1, 2.3, 3.1, 4.1
Domain 1	1.2	Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;	2.1, 2.5, 3.1, 4.1, 5.3, 5.4
Domain 1	1.3	Using developmentally appropriate verbal, non-verbal and technological communications;	1.3, 3.3, 3.4, 3.8, 4.4, 5.6
Domain 1	1.4	Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;	3.4, 4.3, 5.1, 5.6
Domain 1	1.5	Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and	2.1, 3.8, 4.1
Domain 1	1.6	Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	2.1, 2.4, 3.1, 3.6, 4.1
Domain 2	2.1	Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels;	1.1, 1.2, 1.3, 1.4, 2.6, 3.6, 5.4, 5.5
Domain 2	2.2	Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;	2.6, 3.1, 3.5, 3.7, 3.8, 4.4
Domain 2	2.3	Providing explicit instruction about social skills to develop students' social competence ³ an responsible and ethical behavior by using a continuum of proactive strategies ⁴ hat may be individualized to student needs;	1.1, 1.2, 1.3, 2.6, 3.6, 5.5

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 2	2.4	Fostering appropriate standards of behavior that support a productive learning environment for all students; and	1.1, 1.2, 1.3, 1.4, 2.6, 3.6, 5.5
Domain 2	2.5	Maximizing the amount of time spent on learning by effectively managing routines and transitions.	1.3, 1.4, 2.2, 2.3, 3.7
Domain 3	3.1	Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;	2.2, 3.6, 3.7, 4.3, 5.5
Domain 3	3.2	Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;	2.2, 2.3, 2.4, 2.5, 2.6
Domain 3	3.3	Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;	2.2, 2.3, 2.5, 2.6, 3.6, 3.7, 4.1
Domain 3	3.4	Selecting appropriate assessment strategies to monitor ongoing student progress;	4.1, 4.2, 4.3, 4.4
Domain 3	3.5	Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;	3.1, 3.5, 3.6, 3.7
Domain 3	3.6	Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;	2.1, 2.4, 3.1
Domain 3	3.7	Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;	2.3, 2.6, 3.6, 3.7, 4.3, 5.5
Domain 3	3.8	Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and	2.4, 3.1, 3.5, 3.8, 4.1
Domain 3	3.9	Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	2.1
Domain 4	4.1	Using a variety of evidence-based strategies to enable students to apply and construct new learning;	3.1, 3.3, 4.1, 4.2, 4.3, 4.4

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 4	4.2	Using technological and digital resources strategically to promote learning;	2.4, 3.4, 4.2, 4.3
Domain 4	4.3	Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;	2.4, 3.7, 3.8
Domain 4	4.4	Varying the student and teacher roles ⁹ in ways that develop independence and interdependence with the gradual release of responsibility to students;	3.5, 3.7, 4.4
Domain 4	4.5	Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;	2.6, 3.6, 3.7, 4.3, 5.5
Domain 4	4.6	Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and	3.7, 4.3
Domain 4	4.7	Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	3.2, 3.3, 3.7, 3.8
Domain 5	5.1	Understanding the different purposes ¹⁰ and types of assessment ¹¹ that capture the complexity of student learning across the hierarchy of cognitive skills ¹² ;	4.1, 4.2, 4.3, 4.4
Domain 5	5.2	Using and/or designing a variety of formative ¹³ and summative ¹⁴ assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;	4.1
Domain 5	5.3	Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;	4.2, 4.3
Domain 5	5.4	Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;	4.3, 5.1, 5.3
Domain 5	5.5	Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;	4.4
Domain 5	5.6	Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;	1.3, 3.2, 3.3, 4.4, 5.6

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 5	5.7	Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and	1.1, 2.6, 3.6, 5.5
Domain 5	5.8	Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	1.1, 1.2, 2.6, 3.4, 3.6, 4.3, 5.5
Domain 6	6.1	Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;	5.1, 5.3, 5.5
Domain 6	6.2	Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;	5.4
Domain 6	6.3	Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;	5.1, 5.6
Domain 6	6.4	Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures ¹⁶ to support continuous school and district improvement;	4.3, 5.1
Domain 6	6.5	Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;	5.5, 5.3, 5.5
Domain 6	6.6	Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;	5.6
Domain 6	6.7	Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;	5.5

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 6	6.8	Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;	5.2, 5.5, 5.6
Domain 6	6.9	Using communication technology in a professional and ethical manner;	5.2
Domain 6	6.10	Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and	5.1, 5.5, 5.6
Domain 6	6.11	Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.	5.2

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

Code of Professional Responsibility for Educators

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

- (1) The professional educator, in full recognition of his or her obligation to the student, shall:
 - (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
 - (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
 - (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
 - (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
 - (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
 - (F) Assist students in the formulation of worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
 - (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
 - (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (J) Create an emotionally and physically safe and healthy learning environment for all students; and

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

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

(c) Responsibility to the profession

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

(d) Responsibility to the community

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
- (A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
 - (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (C) Promote the principles and ideals of democratic citizenship; and
 - (D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family

- (1) The professional educator in recognition of the public trust vested in the profession, shall:
- (A) Respect the dignity of each family, its culture, customs, and beliefs;
 - (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
 - (C) Consider the family's concerns and perspectives on issues involving its children; and
 - (D) Encourage participation of the family in the educational process.

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

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
 - (A) Abuse his or her position as a professional with students for private advantage;
 - (B) Discriminate against students.
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk; and

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

- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
 - (A) Exploit the educational institution for personal gain;
 - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 - (C) Knowingly misrepresent facts or make false statements.

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

- (i) Code revision

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

Appendix F: Glossary of Terms

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Term	Definition
Administrator/Leader/ Evaluator	Those individuals in positions requiring an administrative certification, including, but not limited to principals.
Aggregate	
Artifacts	Any item, work sample or piece of evidence, which supports or exemplifies teacher methods, practices or success (see Appendices pg. X for examples).
Assessments	May be created by the educator or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment of application of learning.
Assessment Criteria	Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
Authentic Assessment:	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Beginning of Year Conference (BYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and educator must complete at least one Beginning-of-Year Conference (BYC) at which they set the educator's goals and objectives for the year.
Consistently	Constantly adhering to the same principles.
Developing Practice	Meeting some indicators of performance but not others
Disaggregate	
Discourse:	The purposeful interaction between and among educators and students, in which ideas and multiple perspectives are represented, communicated, and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and educator thinking/reasoning), or dialogue through technological or digital resources.
Educator	All individuals in positions that require certification, including, but not limited to classroom educators.
Effective Practice	Meeting indicators of performance.
End-of-Year Conference (EYC)	The annual evaluation process between an educator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur in May or June but no later than June 30th. During the End-of-Year Conference (EYC), the Educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the Educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the Educator in

	order to be productive and meaningful.
Evidence	See artifact examples on pg. X.
Exceptional Practice	Substantially exceeding indicators of performance.
Descriptive Feedback	Includes both verbal and written feedback that captures and explains students' strengths and weaknesses, including suggestions for improvement when needed.
Focus Area	Refers to the five areas to be assessed through educator observation. These include: <ul style="list-style-type: none"> • Learning Environment • Planning for Active Learning • Instruction for Active Learning • Assessment for Learning • Professional Practice & Responsibility
Formal Classroom Observation	Length to include a complete lesson or focus area and/or class period; includes pre- and post-conferencing (new educators may choose to have their mentors at the post-conference); verbal feedback is to be provided within five school days, with written feedback to follow within ten school days.
Formal Observation (Not in Class)	Length to include a mutually agreed-upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; includes pre-conference, which may be held with a group; post-conference may be individual or group; verbal feedback is to be provided within 5 days, with written feedback to follow within ten school days.
Formative Assessment	Designed and scored by an individual Educator, grade level or department team to assess student understanding of a particular standards or objectives in order to inform instruction or guide educators to adjust or differentiate instruction to meet the learner's needs.
Frequently	Often, many times.
Health Data	Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc. that might impact student learning.
IAGD	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must 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.
Indicator	Refers to the specific expectations within each focus area.
Individualized Feedback	Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of educator strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.).
Informal Observation	Length of observation at the discretion of the evaluator; no pre-conference; unannounced; verbal feedback is optional; written

	feedback (see Observation Feedback Form on pg. X) left with the educator with opportunity for written educator response; opportunity for post-conference as requested by administrator and/or educator.
Ineffective Practice	Not meeting indicators of performance.
Intervention	Any additional or alternative method attempted to improve student understanding, learning, or growth.
Inquiry-Based Learning	Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Learning Expectations	Objectives that apply to a specific content area, unit, or lesson.
Learning Environment	Any environment where instruction and learning occur.
Mid-Year Conference (MYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and Educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The MYC is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation <i>Continuum</i> for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives (see MYC form on pg. X).
Multiple Sets of Data	Any sets of results educators collect to analyze student growth – can include but not limited to benchmark assessments, formative assessments, summative assessments, standardized test results, curriculum based measures, etc.
Occasionally	At times; from time to time; now and then.
Post-Conference	A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the <i>Continuum</i> and for generating action steps that will lead to the educator's improvement.
Rarely	Infrequently; seldom
Referral Process	The process through which a student of concern is considered for evaluation: <ul style="list-style-type: none"> a) Educator documents concerns. b) Educator brings concerns to intervention team. c) Interventions are implemented. d) Student progress is reviewed. e) If lack of progress, student is referred for evaluation.
Rigor/Rigorous Learning	Rigorous learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world

	at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance. When learning is rigorous, students make connections between that learning and studies in other areas, as well as connections to real life applications.
Routines and Transitions	Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.
SLO	A Student Learning Objective (SLO) is an academic goal that educators/administrators and evaluators set for groups of students. Educator SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of IAGD, which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.
SPI	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results.
SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. <ul style="list-style-type: none"> Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound
Standardized Assessment	A standardized assessment has all of the following features: <ul style="list-style-type: none"> Administered and scored in a consistent or standard manner Aligned to a set of academic standards Broadly administered (e.g., nation or statewide) Commercially produced Often administered only once per year, although standardized assessments are administered two or three times per year
Student Growth	A positive change in student achievement between at least two points in time as determined by the school district, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.
Summative Assessment	Identify the learner's achievement or progress made at a certain point in time against predetermined criteria.
Timely Feedback	Feedback provided to students within one week from assigned due date.

Appendix G: Frequently Asked Questions

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Teacher Evaluation: Frequently Asked Questions

1. Why are we making a new plan?
 - a. Last year the CT state legislature passed a law requiring a teacher evaluation that included certain details like use of student data. Our current plan did not include all of the factors spelled out in the state law so we had the choice to make a plan according to their guidelines or adopt the state's sample plan. We chose to make our own to better align with our district philosophy and needs.
2. What if I don't teach a state tested subject or grade?
 - a. If your students do not take a standardized state test in your area, then your outcomes ratings will be based on two separate student learning outcomes (SLO) one of which must be a standardized measure in your subject area(s.)
3. What if I teach in a collaborative classroom? Will my demographics affect my score?
 - a. Your SLO is based on the goal you set for your students with your evaluator during your initial objectives setting meeting. Your goals will be based upon the prior knowledge of the particular set of students who's scores will be used for your SLO.
4. What happens if my evaluator and I disagree?
 - a. Disputes between teachers and evaluators can be resolved through an appeals process involving an independent board.
5. How will the DRA (Developmental reading assessment) and other in house standardized assessments be objectively and appropriately used?
6. What will these indicators look like in practice in my classroom?
 - a. Examples of good practice will be established and update regularly.
7. How will this document be used for intervention specialists and other certified support staff?
 - a. A separate continuum exists for certain certified specialists (psychologists, social workers, PT and OT.)
8. How will this be used for resource teachers, interventionists, guidance?
9. Will feedback be provided to evaluators?
 - a. Staff will have the opportunity to address concerns and provide feedback to evaluators through surveys.
10. How will all indicators be assessed and documented in my evaluation?
 - a. While every focus area will be rated during every observation, but not all indicators will be assessed through direct classroom observations. Evidence for some indicators can be provided from other sources (documented parent contact, student work examples...)
11. Do all or some professional conversations (between teachers, teacher to student, teacher to parent) need to be formally documented to provide evidence? What is acceptable evidence for some of these indicators?

- a. Evidence can be collected by evaluators at PLC meetings or other outside the classroom interactions. Teachers will want to document their communication practices for evidence to be provided at conference with evaluators.
12. Can we define strategic terms for reference? (What is the difference between “formal” and “Informal.” etc.)
- a. An appendix in the manual will define target vocabulary used in the continuum and policies.
13. Will we be told what indicators are being addressed in observations?
- a. Indicators up for review will be discussed in pre and post conferences and will most often be linked to the objectives set by the teacher with the evaluator.
14. Will the SLOs be based on the performance of all of my students, a subset of my students, or only students that take a state test?
- a. If any of your students take a state test an SLO goal for their performance is required. In the case of multiple sections of more than one prep a target group will be selected but must be made up of a majority of the students who are being assessed.
15. How will this logistically be implemented with the given time constraints? What if the infrastructure of my building does not provide ample opportunity to meet indicators such as technology availability and time for interdisciplinary planning?
16. How will my evaluator be able to ascertain my content knowledge expertise?

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