EASTON/REDDING/REGION 9

TEACHER/ ADMINISTRATOR EVALUATION AND SUPPORT

PLAN 2019-2020

"The most important attitude that can be formed is that of desire to go on learning"
-- (John Dewey, *Experience and Education*, 1925).

"'Culture' becomes a complex of structural processes. This thinking is very much alive and well in organizations where managers repeatedly sponsor endeavors to 'map' processes at an intra-psychic group, intergroup, organizational and societal level which will allow us to develop plans to 're-engineer' such processes"
--(Patricia Shaw, *Changing Conversations in Organizations*, p. 129).

Members of the ER9 Professional Development and Evaluation Committee

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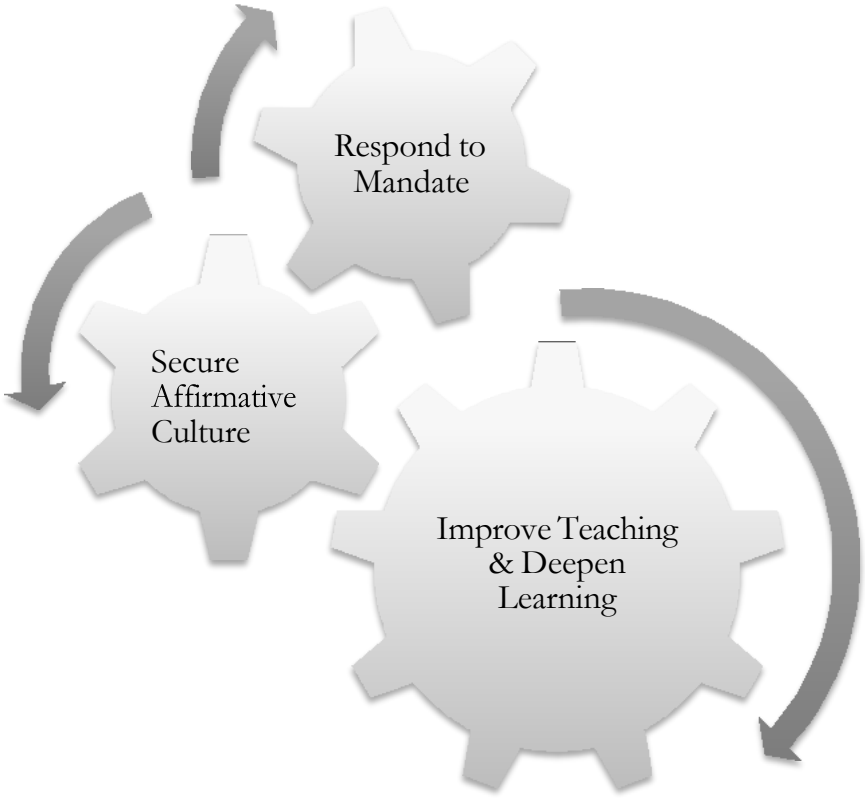
TABLE OF CONTENTS

CONCEPTUAL FRAMEWORK

Introduction: E/R/9 Culture: Affirmative, Collaborative and Productive

Students in all of E/R/9's five schools fare exceptionally well as measured by state tests, SAT/AP results, NWEA percentiles, local writing portfolio evaluations, and post-secondary placements. As captured by community satisfaction surveys and budget approvals as well as by the state's School Performance Index, E/R/9 schools function at the highest levels of performance. E/R/9's predecessor Professional Growth Plan featured collective goal setting and team work. These emphases are continued in the Plan.



Improving Teaching and Deepening Learning

In addition to securing the existing affirmative cultures and meeting the state's mandate, the Professional Evaluation Planning Committee simultaneously focused upon improving teaching and deepening learning. Our approach to evaluation does so:

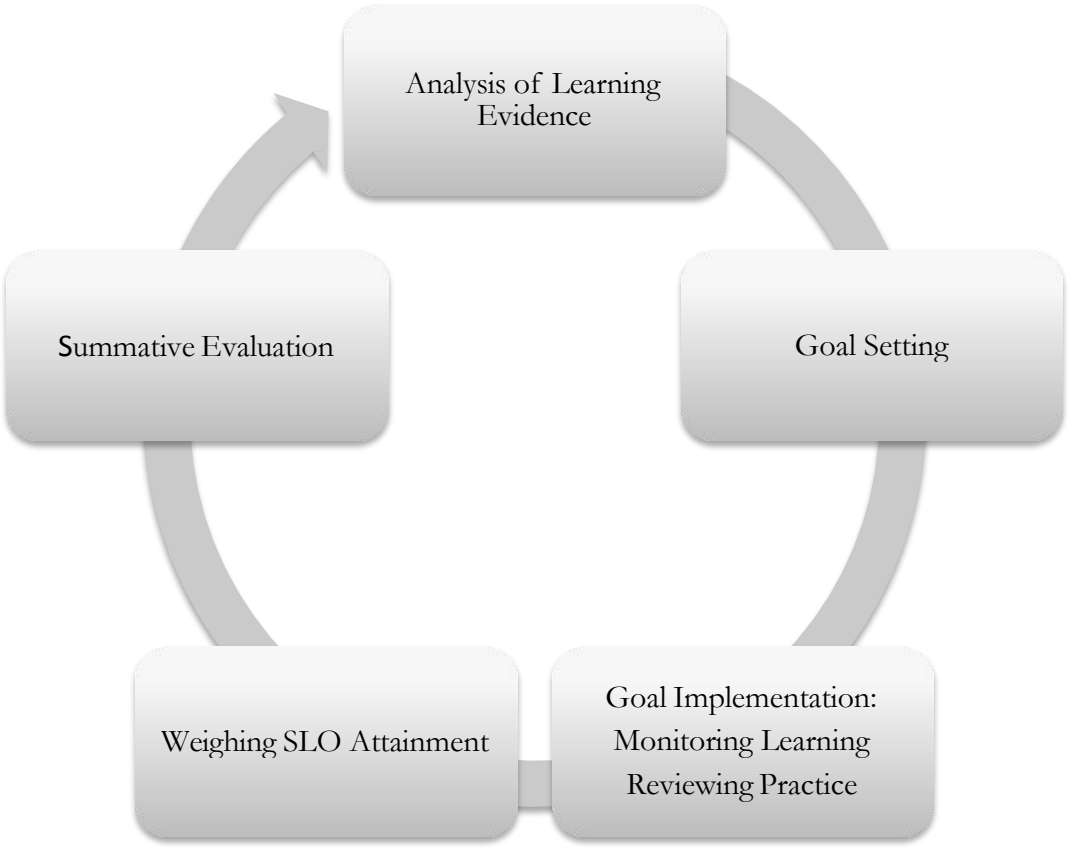
- *Through Evidence* – Collected by all, analyzed by all, discussed by all, acted upon by all.
- *Through Convergence of Effort* – Goal setting sharpens individual and team purpose; actionable feedback fuels individual and team goal attainment.

- *Through Defining Outcomes, Designing Learning Tasks, and Distinguishing Levels of Performance* – What should our students learn? What kinds of student work will produce that learning? What qualities distinguish good work from less accomplished efforts? Our teachers continue to grapple with these questions and answer them while refining their craft.

Evaluation Plan General Overview

Our Plan is built upon the self-evident worth of analyzing various forms of learning evidence to reach conclusions about instructional and curricular needs. Collectively and individually, these needs are then recast as goals (Student Learning Objectives) to be attained through purposeful action (pedagogy). Teachers monitor the effects of their pedagogy and adjust their efforts in response to evidence of student learning. At the appropriate time toward the end of the academic year, teachers weigh evidence of student learning (in its various forms) and bring a composite portrait of learning to their summative conference for discussion with their evaluator.

Conclusions about goal attainment are formalized and the cycle begins anew, as per the following graphic:



Analyzing and Using Evidence: Standardized

By definition, a composite portrait of learning requires different pieces of evidence. For this reason, *standardized test results will be viewed as per se relevant and per se most meaningful when correlated with other evidence of student learning.*

Before the beginning of the school year and as per customary practice, building and central office administrators will produce a preliminary analysis of state testing and related standardized results, emphasizing longitudinal patterns of success and instructional needs. During September, administrators will discuss this analysis with their faculties preparatory to the process of defining SLOs.

Analyzing and Using Evidence: Non-Standardized

As part of their NEASC accreditation process, Joel Barlow High School adopted a "Complexity-Community-Communications Learning Expectations Rubric" that identifies the valued outcomes that all students should take from their high school experience and that all experiences in high school should help create. In keeping with well-established backward design principles, this rubric has been adopted, modified, and specified (as necessary) to provide a template of valued learning outcomes throughout the PreK-12 continuum. In time, elementary, middle and high school rubrics would be available for use as a local means of assessing student attainment of those valued outcomes. These local assessments would then be available as one form of non-standardized learning evidence.

E/R/9 participated in the Tri-State Consortium's "Performance Assessment Design Initiative", the purpose of which was to build curricula upon learner-centered tasks from which student growth can be reliably and accurately appraised. PADI complements E/R/9's longstanding use of Writing Portfolios to gauge student writing proficiency. We currently have over ten years of reliable and valid qualitative data on student writing to use as a recurring baseline for student learning and teacher evaluation.

We continue to construct performance assessments including Cornerstone Tasks, interdisciplinary experiences and assured experiences that "standardize" *Authentic Work through Disciplined Inquiry* as a defining marker of E/R/9 curricula.

Goal-Setting

SLOs emerge from a culture in which any one teacher's expertise grows and flourishes in tandem with colleagues and for the sake of adult and student learning. Accordingly, goal setting will emphasize collaboration – between teacher and evaluator and within collegial teams.

In addition to the above over-arching principle, our approach to goal setting entails an expectation that "fairness" and "challenge" will be reconciled – i.e., that goals will fuel important

student learning and significant professional growth. An appreciation of the scope of a teacher's responsibility for realizing both concerns will inform the process. The learning evidence that the teacher brings to the fall goal setting conference will serve as the SLO baseline.
During the goal setting conference, the teacher and the evaluator will agree on:

- The number of SLOs;
- Which students or groups of students the SLOs encompass as informed by a fair sample of the teacher's student load; and
- The type and number of student work samples that will be considered in determining student growth.

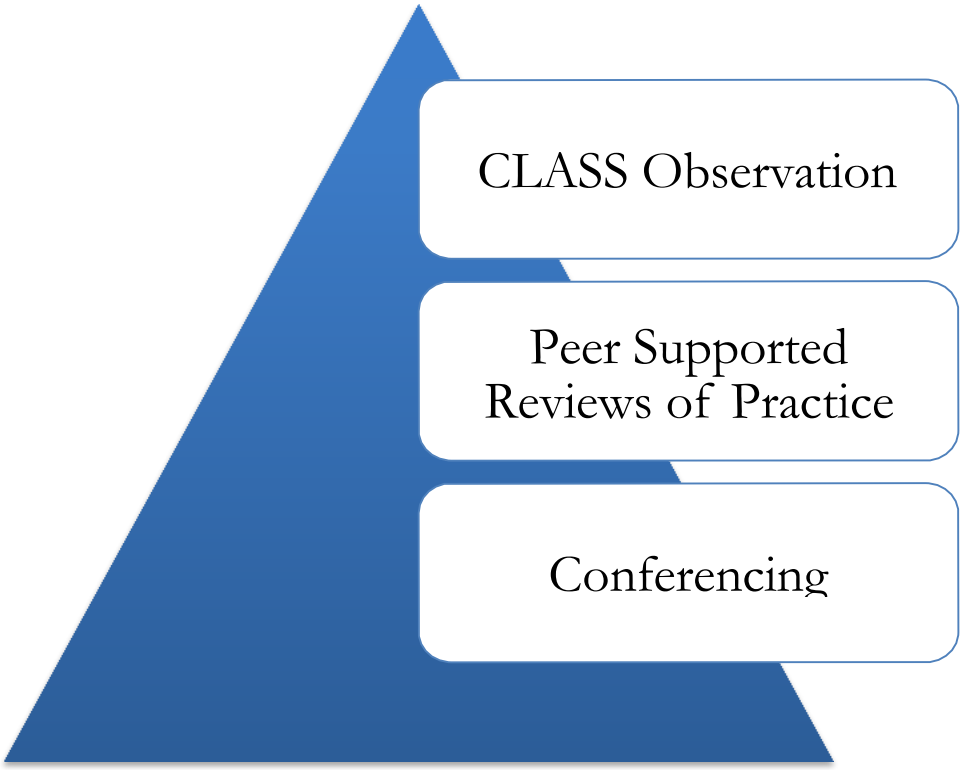
Teachers on a Leave of Absence who return midyear or later or teachers hired midyear or later will create one SLO and meet with designated evaluator for initial conference within four weeks of entry. The SLO should take into account the shortened duration of the action plan's implementation.

Goal Implementation

Goal implementation includes all relevant pedagogic practices that aim at producing learning. The 6 operational domains and 15 indicators of the *21st Century Common Core of Teaching* will be blended with the *Classroom Assessment Scoring System (CLASS)* to create a standards-based touchstone for discussing and evaluating all aspects of teaching activity.

At the heart of our plan are three components that focus upon monitoring and supporting teacher efforts to attain their student learning goals:

1) Observations of practice via the Classroom Assessment Scoring System (CLASS);
2) Peer supported reviews of practice with Peer Practice Coach (PPC), instructional leaders and/or content specialists; and
3) Reviews of practice via administrator/teacher conferencing.



Classroom Assessment Scoring System (CLASS)

Originally developed at the University of Virginia for research use in observing Head Start classrooms, CLASS was expanded to encompass the K-12 continuum. It is distributed by Teachstone, Inc. (http://www.teachstone.org/)

Teachstone describes CLASS as:

> An observational measure of the interactions between teachers and students. By focusing on the degree to which students are engaged in their work, the level of their thinking, and the quality of feedback provided by the teacher, the CLASS measures the impact of materials, lesson and assessment design.

The CLASS observation tool informs evaluations of teaching practice for professional staff members except for those in the counseling and guidance departments, social workers, school psychologists and some related service providers in special education. Observations for these professional staff members include observations in classroom settings, meetings and/or professional discussions relevant to their assignment. The full cycle of formal observation will be followed including advance notice (paralleling the observations of practice of teachers under evaluation plan per page 7). Observations will be documented using the components of the CLASS, 2010 CCT, or 21st Century CCT.

Peer Supported Reviews of Practice

Peer Practice Coaches are selected to work with their colleagues in several formats to review instructional practice.

A "Review of Practice" is defined as a "professional dialogue" or "team exchange" explicitly tied to at least one element of the 21st Century CCT/CLASS/2010 CCT and/or an identified "focus area of practice".

The Review of Practice must be documented as to the 21st Century CCT/CLASS/2010 CCT indicator and/or focus area of practice at issue. Such documentation will be noted in the summative evaluation.

Summative Evaluation: Assigning a Rating

The teacher bears the responsibility for assembling evidence of student growth and development and submitting that evidence prior to the summative conference.

The teacher bears the responsibility of self-reflection and for submitting a document of self-reflection prior to the summative conference. The depth and quality of a teacher's self-reflection will be a factor in assigning a rating.

The degree to which a teacher effectively analyzes and accurately interprets evidence of learning --- including correlating different sets of learning evidence – will be a factor in assigning a rating.

Value will be placed upon SLOs that deepen teacher expertise in influencing student growth and development. The SLO's degree of challenge will be a factor in assigning a rating.

Value will be placed upon teacher skills in "developing and facilitating coherent and relevant learning experiences and assessments that build on students' prior knowledge, skills and interests, and scaffold toward application and mastery of identified learning expectations". (21st Century CCT Indicator 3.2, Planning for Active Learning)

Individual rating components will be aggregated holistically in keeping with the component weights specified in the state's guidelines.

The assigned rating should be "fair" as determined by:

1) The degree to which an individual teacher influences student growth and development as captured by multiple measures; and

2) The degree to which the teacher maximized learning given the circumstances in place.

Annual summative evaluation yields an individual rating drawn from the following performance tiers:

- Leader
- Effective
- Developing
- Below Standard

EVALUATION COMPONENTS

	Evaluation Components			
	Student Growth & Development (45%)	**Teacher Performance & Practice (40%)**	**Stakeholder Feedback (10%)**	**Whole School Learning (5%)**
Sub-Components	Defining Worthwhile SLOs: *informed by internal and/or external student learning data *include clear and desired outcomes *include performance targets *include the means and conditions by which student growth will be assessed	Observations of Practice	Analysis of School Climate Survey	Analysis of state assessment results
		Reviews of Practice	Goals to address areas of concern as appropriate at collective and individual level	Goals to address areas of concern as appropriate at collective and individual level
Appraisal Structure	Teacher appraisal of SLO attainment	Observation and Review Differentiation Conference Cycle (Initial, Midyear, Summative)	Attainment of goals at midyear and summative conference as appropriate	Attainment of goals at midyear and summative conference as appropriate.

Calendar of Evaluation Plan Component Due Dates

Goals		
	Completed in ProTraxx:	*Meeting with Evaluator:*
Goal setting: Tenured	Initial conference by Oct.15	Initial conference by Oct.15
Goal setting: Non-tenured	Initial conference by Oct.15	Initial conference by Oct.15
Mid-year progress: Tenured	Mid-year formative conference with completed progress with data in January - February	By end of February

Mid-year progress: Non-tenured	N/A	N/A
Summative/End of Year: Tenured	No later than 6 weeks prior to the last day of school	Feedback from the evaluator prior to submitting the final document. Final document submitted by the last day of school.
Observation Cycles		
	# of observation cycles	*Completed by:*
Observation cycles: Tenured (in good standing/Effective or Leader)	1 formal	No later than 6 weeks prior to the last day of school
Observation cycles: Non-tenured (years 1&2)	3 formal, 1 informal	By March 1
Observation cycles: Non-tenured (years 3&4)	2 formal, 1 informal	By March 1
Collegial Inquiry Option ***(open to tenured teachers in good standing/Effective or Leader)***		
Observation cycles:	3 informal	No later than 6 weeks prior to the last day of school
Review of Practice		
Tenured	Choice of informal observation or Review of Practice	No later than 6 weeks prior to the last day of school
Non-tenured	1 Review of Practice	By March 1
Collegial Inquiry Participants	1 Review of Practice	No later than 6 weeks prior to the last day of school

STUDENT GROWTH AND DEVELOPMENT COMPONENT

Everyone has an interest in summative judgments of individual effectiveness that can withstand rigorous 360 degree scrutiny. Toward that end, E/R/9 evaluation protocols rely upon engaged teachers interacting with administrators who --- **with respect to the 45% of the summative rating based upon Student Growth and Development** --- understand:

1) How regional learning expectations relate to local aspirations as well as relevant state and

national standards.

2) How to use the principles of *Authentic Work through Disciplined Inquiry* to create a learning ladder that lifts our graduates to understand *"*how to know, how to do, how to be, and how to live together*";*

3) How sets of learning evidence – both qualitative and quantitative --- become the basis for defining appropriately challenging student growth goals/objectives;
4) How to benchmark and how to monitor learning; and

5) How to interpret evidence to reach summative judgments about student learning growth.

The Plan brings teachers and administrators into iterative discussions about the status and growth of student learning. By definition, discussions about student learning require fine-grained insights about teaching practice. We take as a given the intimate relationship between high quality teaching practices and student learning gains. Accordingly, evidence of student learning gains-- both qualitative and quantitative -- must be in the forefront of the envisioned discussions.

We expect that teacher and administrator expertise will deepen as a result of the dynamics that our evaluation protocols will strengthen within our schools and within our regional community. Specifically, we expect teachers and administrators to become much more adept at correlating discrete pieces of learning evidence to reach warranted judgments about the degree to which learning has occurred. We also expect that as a regional system, E/R/9 will become much more focused on the *kind* of learning we value --- i.e., the learning related to Complexity, Community and Communications identified in the "Joel Barlow High School Learning Expectations". These expectations are consistent with the concept of *Authentic Intellectual Work through Disciplined Inquiry* (King, Newmann, and Carmichael, 2009) involving

> … original application of knowledge and skills, rather than just routine use of facts and procedures. It … entails careful study of the details of a particular topic or problem and results in a product or presentation that has meaning beyond success in school.

"Effective" teachers will be identified as such as a function of the degree to which their students manifest valued learning. (Similarly, "effective" administrators will be identified as such as a function of the degree to which their teachers support such learning.)

Defining Worthwhile SLOs

The following principles will anchor the process of defining teacher Student Learning Objectives (SLOs):

- Reflects individual membership within a culture in which any one teacher's efforts flourishes in relation to those of colleagues and for the sake of adult and student learning.

- Emphasis upon collaboration between teacher and evaluator and within collegial teams.

- Mutual agreement by teacher and evaluator on 1-3 Student Learning Objectives (Student Growth Goals).

- Mutual agreement by teacher and evaluator about students or groups of students the SLOs encompass as informed by a fair and/or relevant sample of the teacher's student load.

- Mutual agreement by teacher and evaluator upon the indicators of student growth -- i.e., upon the type and number of student work samples to be used as evidence of learning.

  - The listing on p. 12 of the *Connecticut Guidelines for Educator Evaluation* (June, 2012) will serve as "examples of indicators that may be used to produce evidence of academic growth and development".

  - The specific indicators chosen as useful for assessing growth should be widely accepted as having construct validity relative to the learning targeted in the SLO.

- SLOs may be individual to the teacher and/or drawn from the teacher's membership on particular teams. In all instances, SLO attainment must be consistent with and contribute to the mission of the school and the district.

- Analyses of standardized and non-standardized learning evidence --- relevant to the teacher's instructional responsibilities --- must shape SLO selection and definition.

  - "SLOs must take into account students' starting learning needs vis-a-vis relevant baseline data when available."

- Entails an expectation that "fairness" and "challenge" will be reconciled – i.e., that SLO activity will fuel important student learning and significant professional growth. Goal setting dialogue should attend to such learning and such growth as the necessary result of goal attainment. In short, SLOs must pass the "who cares?" test.

In identifying worthwhile SLOs, teachers and administrators should concern themselves with: 1) the degree to which available and relevant learning evidence informs the SLO; and 2) the degree to which the SLO challenges the teacher to deepen his/her expertise in influencing student growth and development.

Worthwhile SLOs are:

1) *Informed by internal and/or external student learning data that establish a performance baseline.*

    Examples of "internal" data include:
    - Grade Point Averages
    - Writing Portfolio Scores
    - Common Assessment Results
    - Performance Task or Assessment Results

    Examples of "external" data include:
    - State Standardized Test Results
    - Northwest Education Association MAP Results
    - SAT/PSAT/ACT Results
    - Advanced Placement Results
    - DIBELS Reading
    - Acadience Math
    - Fountas & Pinnell
    - Concepts about Print (Marie Clay)
    - Basic Math Facts

2) *Include clear and desired outcomes that are related to a school- wide goal and/or a relevant curricular standard.*

    Common Core Example: CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

    School-Wide Goal Example: Improve the average GPA of each quartile of the Class of 2015, while narrowing the range between the highest and the lowest quartiles.

3) *Include performance targets defined as the percentage of students [or an identified sub-group of students] that can be expected to reach a meaningful goal with a smaller percentage [or smaller sub-group] reaching a higher goal.*

    The performance target embodies the question, "Based upon their entering [baseline] learning profile, have my students learned what I sought to teach?"

4) *Include the means and conditions by which student growth will be assessed.*

    "What is the warrant for determining that my students have - or have not - learned what I sought to teach?"

The above notwithstanding, some variation in SLO formatting is permissible.

Appraising SLO Attainment

The teacher is responsible for assembling and presenting the evidence of learning that indicates the degree of SLO attainment. The administrator will appraise SLO attainment by: 1) considering the degree to which the presented evidence is persuasive; and 2) the degree to which the teacher has maximized learning given the classroom circumstances in place.

Administrators will gauge the degree of goal attainment in keeping with the four summative performance tiers. Specifically:

<u>THE LEADER TEACHER</u>

- Has performed extensive data analyses that look at data in meaningful and insightful ways to establish a baseline, set student learning objectives, determine actions steps, and assess progress towards meeting the performance targets.
- Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students.
- Has constructed and fully engaged in action steps throughout the school year that are informed by data, feedback and research that deepen the teacher's craft knowledge and instructional judgment.
- Has presented comprehensive and compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially candid and insightful.

<u>THE EFFECTIVE TEACHER</u>

- Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students.
- Has constructed and completed action steps that are informed by data and deepen the teacher's craft knowledge and instructional judgment.
- Has presented persuasive evidence that all performance targets have been substantially attained and a self-reflection that is comprehensive and thoughtful.

<u>THE DEVELOPING TEACHER</u>

- In conjunction with formal or informal structured support, has defined learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards.
- Has been responsive to structured support aimed at deepening craft knowledge and instructional judgment.
- Has presented evidence of some degree of target attainment.

THE BELOW STANDARD TEACHER

- Despite intensive assistance, has struggled in the use of evidence to establish a performance baseline.
- Despite intensive assistance, has struggled to define clear, relevant, data-informed student learning objectives.
- Has been unable to adduce compelling evidence of student learning.

TEACHER PERFORMANCE AND PRACTICE COMPONENT

Two elements --- direct observation(s) of classroom instruction and review(s) of teaching activity that are external to the classroom but intrinsic to teacher effectiveness --- comprise the component of "Teacher Performance and Practice".

With respect to the 40% of the summative rating that is based upon this component, accurate and fair administrative conclusions will depend upon:

1) Appropriate use of the Classroom Assessment Scoring System [CLASS] to reach evidence-anchored conclusions about the quality of teaching activity within the classroom;

2) An appreciation of professional growth trajectories in relation to the depth and quality of individual teacher self-reflections; and

3) An understanding of the six domains of teaching activity as defined in the CCT (2010) and the 21st Century Common Core of Teaching with an especial regard for Planning for Active Learning and Professional Responsibilities and Leadership.

Observations of Practice

Formal and informal observations of practice will take place in keeping with the following definitions:

- Formal Observation **=**
  - Pre and post conferences
  - Observation of at least 30 minutes using the Classroom Assessment Scoring System [CLASS]
  - Written feedback

- As per mutual agreement, formal observations to be scheduled in advance and appropriately spaced over time.

- To the extent possible, pre-conference to occur within 3 school days preceding observation.

- To the extent possible, post conference to occur within 3 school days following observation.

- The evaluator will make a good faith effort to provide a write-up within 8 school days following the observation. Intermittent difficulties with this expectation will be met with understanding.

- Informal Observation =
  - May be planned; may be drop-in
  - Observation of at least 15 minutes
  - Oral feedback with respect to dimensions within CLASS, CCT (2010), 21st Century CCT
  - Written feedback or formal observation follow-up as might be necessary

Reviews of Practice

A Review of Practice may take different forms and involve different roles. It may, for example, involve an individual teacher and an individual administrator. Alternatively, it may involve an individual teacher and a Peer Practice Coach or such role equivalents as an Instructional Leader and/or Content Specialist. Reviews of Practice may also occur in group (team) settings.

A Review of Practice is defined as a:

- "Professional Dialogue" or "Group Exchange" explicitly tied to at least one element of the 21st Century CCT/CLASS/2010 CCT and/or an identified "focus area of practice"

  - "Dialogue" may be between teacher and evaluator or teacher and Peer Practice Coach.

  - "Group Exchange" must be facilitated by evaluator and/or Peer Practice Coach.

  - Dialogue or Exchange must be:
    - Substantive
    - Documented as to 21st Century CCT/CLASS/2010 CCT Domain/Indicator and/or Focus Area at issue
    - Documentation to be attached to Summative Evaluation

Observation and Review Differentiation

Observations and Reviews will be differentiated as follows:

<u>Non-Tenured in Years 1 & 2 </u>=

- 3 Formal Observations + 1 Informal + 1 Review of Practice

Non-Tenured in Years 1 & 2 Hired Midyear or Later =

- 2 Formal Observations + 1 Informal Observation + 1 Review of Practice

Full-Time Non-Tenured in Good Standing Years 3 & 4 and Part-Time Non-Tenured in Good Standing from year 3 until tenure attained (includes teachers who have previously attained tenure in another CT district) =

- 2 Formal Observations + 1 Informal + 1 Review of Practice

Tenured Teachers in Good Standing =

- 1 Formal Observation + 1 Review of Practice

or

- 1 Formal Observation + 1 Informal Observation

Indicate choice by midyear

or

- Collegial Inquiry (May be Selected Every Other Year) (as described in Appendix)

Must comply with other requirements as stated in CT Guidelines for Educator Evaluation-(6/1/15): 1 formal in class observation no less frequently than every 3 years, 3 informal observations in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2)(using 2010 CCT or CLASS) in all other years, and shall complete one review of practice every year.)

Full-Time Tenured Teachers in Good Standing on a Leave of Absence Who Return Midyear or Later=

- 1 Formal Observation + 1 Informal Observation

or

1 Formal Observation + 1 Review of Practice

Either teacher or evaluator may request additional formal observations, informal observations, or reviews of practice. Both teacher and evaluator must agree to the request.

Tenured teachers appraised at the lower end of "Effective", will begin the next academic year on either Structured Support or Intensive Assistance. Such placements entail an expectation of improved performance at an acceptable standard to retain an "Effective" rating at the conclusion of the school year. Those teachers unable to meet this expectation will be rated either "Developing" or "Below Standard". Teachers rated as "Developing" or "Below Standard" will be formally observed a minimum of 3 times over the course of the academic year.

Teachers on leave will be responsible for completing a portion of the evaluation and professional growth process appropriate for their time in district for a given academic year.

Collegial Inquiry (see Addendum-Forms)

Conference Cycle [Initial, Midyear, and Summative] Logistics

- Initial Conference: All teachers will participate in an initial conference with their primary evaluator and provide the primary evaluator his/her completed goal plan no later than October 15th.

- Midyear Formative Conference: All tenured teachers will participate in a midyear formative conference in January or February and provide the primary evaluator his/her completed mid-year progress within the goal plan. This conference should include a review and discussion of relevant data.

- Summative Conference:
    - Each tenured teacher will provide the primary evaluator his/her self-reflection plus evidence of progress toward goal attainment no later than 6 weeks before the end of the school year. Feedback to occur prior to last day for staff. The deadline for non-tenured teachers will be March 1st, with feedback by April 1st. Discussion occurs before the document is given to the teacher. Exceptions to this deadline may be made per mutual agreement.

    - Evaluators will aim to complete the classroom observation cycle prior to the teacher's deadline for submitting the annual self-reflection. Should this aim not be realized, the evaluator and the teacher will mutually adjust the deadline for submitting the self-reflection and evidence of goal attainment.

    - The summative meeting will precede the final written document.

    - To the extent possible, the summative document should be available within one week of the last day of school but no later than the last day of school**.**

    - The summative document must be signed by the last day of school. The signature need not convey concurrence with the document's conclusions. If a teacher opts to include a response to the summative document, the response must be received by the evaluator within two calendar weeks.

Appraising Performance and Practice

In keeping with the expectation of continuous self-reflection, the depth and quality of a teacher's written self-reflection will be an important factor in appraising performance and practice. The document will be a narrative, informed by the 21st Century Common Core of Teaching, 2010 CCT and CLASS.

With respect to the CLASS observational tool, evaluators may use one of the following options to represent their conclusions:

- A seven point numerical scale [in keeping with the design of the CLASS tool]

- The following qualitative descriptors [in keeping with the design of the CLASS tool]
    - Low
    - High Low
    - Low Middle
    - Middle
    - High Middle
    - Low High
    - High

- A narrative description featuring strengths and "focus concerns" consistent with the CLASS design.

Conclusions about teaching activity outside of the classroom will arise from the summative conference between teacher and evaluator. Both teacher and evaluator have preparatory responsibilities for the conference.
The *teacher* will have:

- Engaged in a credible self-reflection of practice "informed" by the 21st Century Common Core of Teaching, 2010 CCT and CLASS.

- Assembled any relevant artifacts of teaching activity that support the self-reflection and/or that are requested by the evaluator.

The *evaluator* will have:

- Advised the teacher of any "focus concerns" --- should any exist --- using the 21st Century Common Core of Teaching, 2010 CCT and CLASS.

During the summative conference, administrators will apply the following guidelines to reach conclusions about the quality of teacher practice:

- What are the ratings across the CLASS domains and dimensions? To what degree are these ratings consistently at the "Mid" or "High" levels? To what degree do the ratings correlate with artefactual evidence of planning for valued learning?

- What is the depth of the teacher's self-reflection? To what degree is the self-reflection a candid and insightful accounting of practice? To what extent does the 21st Century Common Core of Teaching, 2010 CCT and CLASS inform the self-reflection?

- To what degree has the teacher exhibited growth as described in the 21st Century Common Core of Teaching, 2010 CCT and CLASS?

- To what degree has the teacher manifested professionalism, collaboration with others and leadership as described in the 21st Century Common Core of Teaching, 2010 CCT and CLASS?

Within the component of Teacher Practice, administrators will appraise effectiveness in keeping with the four summative performance tiers. Specifically:

THE LEADER TEACHER

Exhibits a consistency of teaching practice at the highest levels – as captured by direct observations of classroom instruction and by a clear preponderance of evidence as mutually understood between teacher and evaluator, especially with respect to 21st Century CCT and 2010 CCT Domains #'s 3 & 6.

THE EFFECTIVE TEACHER

Exhibits a consistency of teaching practice at higher levels—as captured by direct observations of classroom instruction and by a preponderance of evidence as mutually understood between teacher and evaluator, including 21st Century CCT and 2010 CCT Domains # 3 & 6.

THE DEVELOPING TEACHER

In conjunction with formal or informal structured support, exhibits improved practice – as captured by direct observations of classroom instruction and by the evaluator's assessment of the preponderance of evidence, including 21st Century CCT and 2010 CCT Domains # 3 & 6.

THE BELOW STANDARD TEACHER

Despite intensive assistance, teaching practice is unacceptable -- as captured by direct observations of classroom instruction and by the evaluator's assessment of the preponderance of evidence across all 21st Century and 2010 CCT Domains.

STAKEHOLDER FEEDBACK COMPONENT

Regional educators - with central office administrators, building administrators and Peer Practice

Coaches playing a leading role - will review parental responses to annual School Climate Surveys and identify any areas of concern. These concerns will be considered in discussions preceding the adoption of school-wide and individual teacher goals. Concerns that rise to the level of necessary collective and individual action will be adopted as goals. Their attainment will be considered in midyear and summative conferences and will proportionately affect individual teacher and administrator ratings.

WHOLE SCHOOL LEARNING COMPONENT

E/R/9 students have historically performed exceptionally well on the CMTs and the CAPT. We aim to replicate our comparative standing with the "Next Generation" of standardized tests including the Smarter Balanced Assessment and the SAT, within whatever Whole School Learning indices the state creates.

We will monitor those indices carefully, with an eye to maintaining, sustaining and elevating existing levels of high performance. Individual ratings will proportionately reflect any negative or positive variation -- assuming some kind of comparability to legacy test baselines.

HOLISTIC SUMMATIVE RATING

The holistic summative rating will be consistent with the following:

THE LEADER TEACHER

All components related to student achievement and professional practice converge upon a portrait of an exceptional teacher whose constructive influence extends beyond the classroom, across the building faculty and into the larger profession. By his/her excellence, the Leader Teacher embodies the core, soul and conscience of what teaching in E/R/9 should mean to students, parents, and colleagues.

The Leader Teacher embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms that define a building's culture, advance school effectiveness in responding to student learning needs, and enrich the public's appreciation of the profession.

THE EFFECTIVE TEACHER

All components related to student achievement and professional practice converge to warrant a conclusion that the Effective Teacher consistently exhibits a high degree of responsiveness to student learning needs and potential. The Effective Teacher is concerned about and exhibits continuous growth -- whether of pedagogy and/or within a specific discipline. He/she projects a positive image of the profession and the Region.

THE DEVELOPING TEACHER

In conjunction with Structured Support, a preponderance of the components related to student achievement and support warrant a conclusion that the Developing Teacher has presented some evidence of student learning and growth, accompanied by exhibitions of improved practice. A non-tenured teacher might be rated as Developing during the first years of employment with ER9 Schools with formal or informal support.

THE BELOW STANDARD TEACHER

In conjunction with Intensive Assistance, a preponderance of the components related to student achievement and support warrant a conclusion that the Below Standard Teacher has been unable to adduce compelling evidence of student learning and/or fails to achieve an acceptable level of teaching practice.

PEER PRACTICE COACHES

The mission of the Peer Practice Coach [PPC] is to assist individual colleagues in developing their craft and, through discourse, to build an affirmative professional culture through more effective individual practice. The Review of Practice (as defined above) will be the formal means by which the PPC addresses this mission. Additionally, it is expected that PPCs will be involved in ongoing mentoring relationships as well as other relationships that strengthen professional bonds. In no instance will the PPC participate in any *commonly understood evaluative activity.*

Embracing Adult Learning

In responding to the state's evaluation mandate, the E/R/9 Evaluation Planning Committee consciously aimed higher than simply insulating Easton and Redding teachers from questionable analyses and dubious policies. Consequently, we created a plan that emphasizes and rewards the adult embrace of learning. Our Tri-district reputation rests upon this core quality.

It is important to be clear-eyed about ourselves, both as an educational group and as individual educators who are members of that group. On any given day, some of us teach wonderfully well and as a result our students are "in the flow". On that same day, some of us teach wonderfully well and yet our students learn less than they should. On that same day and for a variety of personal and/or professional reasons, our teaching may miss the mark. It's conceivable that, on any given day and with any one of our students, each of us concurrently might merit each of the ratings on a four point quality scale.

This is why it's important not only to be clear-eyed about ourselves, but also unapologetic. None of us are always at the top of our game. For all of us, a gap exists between the top of our game and the top. None of us would respond well to an evaluation scheme premised upon fault-finding and deficiency. It would trigger too much fear -- a condition that each of us can readily summon up, whether it's a fear of being unfairly judged or whether it's a fear of being exposed at a bad moment. Evaluation that taps into our worst fears of whatever kind is evaluation that will not make for better teachers or better classrooms.

Our approach to evaluation envisions expanded professional discourse. It affirms the practice of teachers who are secure in their craft and who want to become more effective; it affirms the efforts of teachers who know they have much to learn to become effective; it even affirms the struggle of teachers who are committing their best efforts to upgrade their practice. In short, our approach to evaluation seeks to "drive out fear" by positioning practitioners within relationships of mutual and collective support. And what is it that we intend discourse and relationships to support? In a word -- learning.

Purposeful Conversations

The Peer Practice Coach will be a critical factor in first promoting and then sustaining the purposeful conversations that need to occur among teachers if individual practice is to be enriched, as we intend.

The role of the Peer Practice Coach is described in detail on pp. 47-48 of the "E/R/9 Proposed Teacher Evaluation Plan". [Appended to this document] Earlier, "peer supported reviews of practice" are discussed in the following terms:

- Peer Practice Coaches will be appointed to work with their colleagues in several formats to review instructional practice.

- A "Review of Practice" is defined as a "professional dialogue" or "team exchange" explicitly tied to at least one element of the 21st Century CCT [formerly the CCT] and/or an identified "focus area of practice".

- The Review of Practice must be documented as to 21st Century CCT element and/or focus area of practice at issue. Such documentation will be noted in the summative evaluation.

Desired Qualities of the Peer Practice Coach

The desired qualities of the Peer Practice Coach are perhaps best expressed in the descriptions of "exemplary" performance in Domain 6 of the Connecticut Core of Teaching (CCT) --- "Professional Responsibilities and Teacher Leadership" --- which discusses how, *"Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership…"*

Important elements of this domain are described as follows:

6.1 Engaging in continuous professional growth to impact instruction …

- Demonstrates leadership and a deep understanding of the teaching and learning process and uses this knowledge to facilitate the professional learning of colleagues by being a continuous learner, modeling and supporting reflective practices, coaching and mentoring of colleagues and sharing action research.

- There is leadership and action taken to expand the knowledge base of professional growth beyond the local setting and to share those resources with colleagues.

- There is initiative taken in expanding the professional learning environment through available digital resources or communication that is consistent and can demonstrate that it is clearly improving practice.

6.2 Collaborating with colleagues to develop and sustain continuous improvement…

- Leads colleagues in efforts to examine student learning data, improve instructional strategies, curricula and organizational structures to support increased student achievement in the school and district.

- Takes a leadership role and facilitates the work of others (colleagues, administrators, and other members of the school community) in the development and sustaining of a positive learning community.

- Leads efforts to analyze the impact of student success plans, instructional or behavioral supports and interventions.

- Teacher initiates in-person and digital communications with colleagues.

Application Process

Teachers who are attracted to the role of Peer Practice Coach are encouraged to follow through by submitting a letter of interest to the building principal. Committees comprised of teachers and administrators, including a representative from the bargaining unit, will conduct interviews. Applicants will be interviewed by a three- member committee consisting of the building principal and two teachers. The Committee will choose up to two (2) PPCs per building (three at Joel Barlow High School.) In the event that Committee is unable to reach consensus, the superintendent will make the decision(s.)

- A Peer Practice Coach should:
    - Be tenured by E/R/9.
    - Have a history of classroom observations and summative annual reports that support effective or exemplary teaching in Domains 1-5 of the Connecticut Common Core of Teaching:
        - Domain 1: Content and Essential Skills
        - Domain 2: Classroom Environment, Student Engagement and Commitment to Learning
        - Domain 3: Planning for Active Learning
        - Domain 4: Instruction for Active Learning
        - Domain 5: Assessment for Learning
    - Have a history of summative annual reports that support exemplary fulfillment of Domain 6 on the Connecticut Common Core of Teaching: Professional Responsibilities and Teacher Leadership, in particular:

- 6.1 – Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
- 6.3 – Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate; and
- 6.4 – Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.

- Have a history of peer collaboration within E/R/9 that may be demonstrated by successful experience as:

  - a TEAM Mentor;
  - a Coach for individuals on Structured Support or Intensive Assistance;
  - an informal mentor for colleagues; and/or
  - a team or instructional leader.

OTHER MANDATED ELEMENTS

ANNUAL CYCLE:

May - September (PPC training might occur at start of school year)

- Selection of Peer Practice Coaches
- CLASS Training for any new Administrators and Peer Practice Coaches

July - August

- Administrator Analysis of Standardized Learning Evidence
- New Faculty Orientation [Ongoing and building-based through the year }
    - E/R/9 Learning Expectations Rubric
    - CLASS Observation Protocol
    - E/R/9 Teacher/Administrator Evaluation & Support Plan
    - ProTraxx Training

September - October

- Team and Individual Goal Setting
- Goal Setting Conferences [By October 15]
- Coaching Workshops (as needed)

October – April

- Classroom Observations [CLASS]
    - Formal
    - Informal
- Midyear [January-February] Formative Conference [CLASS, 2010 CCT, 21st Century CCT]
- Peer Reviews of Practice [21st Century CCT, Connecticut Core of Teaching]
- Coaching Workshops (as needed)
- Non-Tenured End of Year Reflection due – March 1

April – June

- Coaching Workshops (as needed)
- Self-Reflection – SLO Attainment; 21st Century CCT Performance Profile
- SLO Attainment – Aggregating & Correlating Evidence
- Summative Review
    - Individual Rating through Holistic Judgment
- Tenured End of Year Reflection due – no later than 6 weeks prior to the last day of school

**Note: Goal-setting and observation requirements will be adjusted accordingly for teachers new to the district after October 15 and for teachers on long-term leave for a portion of the academic year.*

CLASS OBSERVATION TOOL TRAINING (administrators, Peer Practice Coaches, and bargaining unit leaders)

- Certification and re-certification "Calibration" & Reinforcement – Annual process for administrators serving in an evaluative assignment
- Training for new PPCs and new bargaining unit leaders

DATA MANAGEMENT

- Modified version of ProTraxx "EzEvaluation"

  "Using EzEvaluation, now teachers and their supervisors or administrators can engage in an online, paperless evaluation process that captures observations, appraisals and any other performance-related information via customizable, electronic forms. EzEvaluation allows clients to quickly and easily create web-based teacher evaluations processes that replace existing, paper-based systems with data-ready, online forms. The real breakthrough comes with EzEvaluation's integration of staff performance and professional development processes on a single platform for all users. Tying these two critical staff development functions together creates powerful resource opportunities for administrators and educators alike."

  http://www.protraxx.com/SoftwareSolutions.aspx

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

- A novice teacher (i.e., new to the profession or to E/R/9) shall *generally* be deemed effective if said educator receives at least two sequential summative "Effective" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "effective" ratings in years three and four.

- A tenured educator shall *generally* be deemed ineffective if said educator receives at least two sequential summative "developing" ratings or one "below standard" rating at any time.

EVALUATION-BASED PROFESSIONAL LEARNING

- Professional development is the acquisition and integration of the concepts and skills needed to deepen and expand understanding of teaching and learning. It is on-going and builds upon prior knowledge. Strong professional development should model exemplary practices of teaching and learning. It should be collaborative, embedded in daily practice, differentiated, and tied to relevant needs of the adult learner and school and/or district.

- In conjunction with the developmental needs surfaced through individual evaluation, the E/R/9's PDEC continues to work with District administrators and building leaders to provide direction and monitor impact.

  We strive to provide a balance of adult learning experiences tied to individual and small group needs, in addition to large group sessions. The use of rubrics, surveys and self-assessments will guide teachers and administrators to select PD activities aligned with need. The structure and content of the PD might include:
  - Conference attendance
  - Participation in small group activities including: curriculum work, professional reading and discussion, collegial inquiry
  - Coaching
  - Discussion of professional practice with an identified 'Peer Practice Coach'

We are a member of the Tri-State Consortium. In keeping with our interest in Authenticity, we invited a Tri-State visiting team to assess our practices.

- Tri-State Consultancy Essential Questions (April, 2014):

  To what extent do our current K-12 curricula combine with our dominant instructional practices to encourage students toward authentic intellectual work and to use disciplined inquiry [as defined above] to produce "discourse, products, or performances". Current practices in the teaching of writing and related performances are of especial interest, as are the following:

  - Evidence of our degree of success in supporting student-centered learning;

  - Evidence of our degree of success in supporting collaboration among all educators across and between buildings; and

  - The extent to which our curricula "walks the walk" of our espoused beliefs.

Professional learning goal:

- Create engaging and reflective learning environments for students and staff that include methods of disciplined inquiry leading to the construction of deep knowledge that holds value beyond the immediate school/work context.

- E/R/9's approach to evaluation emphasizes practitioner facility in using "learning evidence" as the basis for goal setting and as the warrant for determining goal attainment. From prior experience, we know that such facility varies from individual to individual. Accordingly, it is incumbent upon the Region to remove any barriers that inhibit teachers from acquiring and acting upon facility in the use of learning evidence. Because such facility is so central to our craft, it is incumbent upon the individual practitioner to take responsibility for its acquisition.

- E/R/9's approach to evaluation emphasizes practitioner facility with "developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and [that] engage students in the work of the discipline". [21st Century CCT 3.2 indicator related to "Planning for Active Learning]

  From prior experience, we know that the ability to plan for active learning varies from individual to individual. Accordingly, it is incumbent upon the Region to remove any barriers that inhibit teachers from acquiring and enacting this ability. Because this ability is so central to our craft, it is incumbent upon the individual practitioner to take responsibility for its acquisition.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Our Plan encourages practitioner leadership via the role of "Peer Practice Coach". In addition to their practice review work with individual colleagues and teams, Peer Practice Coaches will serve as resources during appeal processes as well as for teachers requiring improvement and/remediation support.

INDIVIDUAL TEACHER IMPROVEMENT

Any teacher may be placed on a plan of Structured Support or Intensive Assistance at any point during the year. A teacher may also request a plan of support through his or her direct supervisor/primary evaluator.

Structured Support Process

- In consultation with the teacher and the teacher's bargaining unit representative, the evaluator or teacher stipulates a need for structured performance and the duration of such support.
  - A performance review will be written and a conference will occur mid-way through the support period.
  - A summative evaluation at the end of the period determines whether the teacher will or will not continue in Structured Support or require Intensive Assistance.
- A mutually acceptable mentor/peer coach will be identified.
- Based on the prior evaluations and teacher responses, teachers evaluate their own strengths and weaknesses and suggest goals for improvement.
- With supervisor approval and guidance, goals are collaboratively set in an area that addresses the key issues of concern. If agreement cannot be reached, the supervisor's discretion on the focus of the goals will prevail provided the goals address the documented areas of weakness.

- Measures of evidence are established. Evaluator specifies assistance and support provisions. Progress toward goal attainment determines adjustments, if any, to support provisions.

Intensive Assistance Process

- Based upon the results of a teacher's prior evaluation(s), and/or current performance, the evaluator stipulates a need for Intensive Assistance.

- In conjunction with the teacher and the teacher's bargaining unit representative, the evaluator specifies the performance areas of concern, the performance evidence of interest, and the provisions of support.

- Approximate weekly conferences will consider the teacher's progress in ameliorating performance concerns.

- A summative evaluation will be written after no less than 30 school days and no more than 90 school days. The summative will determine whether or not the teacher will remain in Intensive Assistance, be assigned to Structured Support, or be recommended for dismissal. As might be necessary, the superintendent will consider appeals.

DISPUTE RESOLUTION PROCESS

- To the widest extent possible, all disputes -- regarding objectives (SLOs), the scheduling of observations, feedback, and individual professional development activity --- should be resolved using the human resources available within the building (e.g., Peer Practice Coaches, secondary evaluators, bargaining unit representatives, et al.) Additional mediation as might be necessary to be provided by Central Office personnel. The superintendent will be the final arbiter of any remaining disputes.

E/R/9 ADMINISTRATOR EVALUATION PLAN

OBSERVATION OF LEADERSHIP PRACTICE COMPONENT (40%)

- Goals and observations will reflect the performance expectations of the ***CT Common Core of Leadership*** with an especial focus upon:

  - Nurturing a strong professional culture within each building and across E/R/9 [Teaching and Learning, Element A].

  - Supporting teachers in understanding and enacting evidence-based pedagogy [Teaching and Learning, Element B].

  - Advocating for and contributing to E/R/9 curricular coherence on behalf of the learning aspirations expressed by the Partnership for 21st Century Skills and in the Common Core State Standards [Teaching and Learning, Elements A, B, C].

  - Using available resources efficiently and effectively [Organizational Systems and Safety, Elements B and C]

  - Demonstrating visionary thinking and innovative leadership that advances teaching and learning within and across building communities. [Vision, Mission and Goals, Elements A, B and C]

  - Exemplifying ethical behavior and integrity [Ethics and Integrity, Elements A, B, C].

- All domains and elements are relevant, but 6 expectations will be emphasized:

  - 3 from the Domain of Teaching and Learning
  - 1 from the Domain of Vision, Mission, Goals
  - 1 from the Domain of Organizational Systems
  - 1 from the Domain of Ethics and Integrity

- The *Leader Administrator* will present persuasive evidence that all expectations have been substantially met.

- The *Effective Administrator* will present persuasive evidence that all expectations in Teaching and Learning have been substantially met as well as evidence of acceptable practice in the remaining expectations.

- The *Developing Administrator* might be a de facto "apprentice" serving in his/her first or second year. The "promising capacity" will be evident across all expectations.

- The *Below Standard Administrator* is unable to provide evidence of acceptable practice across some or all of the emphasized expectations. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A

below standard rating in this component will result in an improvement plan to be implemented during the year following the adverse rating. Continued struggle with the expectations of this component may lead to a determination that the administrator is "ineffective".

STUDENT OUTCOMES COMPONENT (45%)

Goal Attainment – Existing Learning Measures

Students in all of E/R/9's five schools fare exceptionally well as measured by state tests, SAT/AP results, NWEA percentiles, local writing portfolio evaluations, and post-secondary placements. As captured by community satisfaction surveys and budget approvals as well as by the state's School Performance Index, E/R/9 schools function at the highest levels of performance.

- In *Leader Administrator* led schools, existing levels of student performance will be sustained and augmented.

- In *Effective Administrator* led schools, existing levels of student performance will be sustained.

- The *Developing Administrator* might be a de facto "apprentice" serving in his/her first or second year. The "promising capacity" will be evident in the administrator's impact on teaching and learning within his/her area of responsibility.

- Existing levels of student performance are unacceptably diminished in the *Below Standard Administrator*'s area of responsibility.

Goal Attainment – Authentic Learning

Newman, King and Carmichael (2007, 2009) describe "authentic intellectual work" as involving the …

> *… original application of knowledge and skills, rather than just routine use of facts and procedures. It also entails careful study of the details of a particular topic or problem and results in a product or presentation that has meaning beyond success in school. We summarize these distinctive characteristics of authentic intellectual work as construction of knowledge, through the use of disciplined inquiry, to produce discourse, products, or performances that have value beyond school.*

"Disciplined inquiry," in turn, requires that learners:

1) *use a prior knowledge base*
2) *strive for in-depth understanding rather than superficial awareness, and*
3) *develop and express their ideas and findings through elaborated communication.*

Elaborated communication frequently refers to "essays or research papers," but may also include debates, simulations, and facilitated public issues discussions" among products/performances that rely upon "qualifications, nuances, details, analogies [that] are woven into extended narratives, explanations, justifications and dialogues…"

- In *Leader Administrator* led schools, "authentic learning opportunities" are a dominant feature of the educational program.

- In *Effective Administrator* led schools, "authentic learning opportunities" are a significant feature of the educational program.

- The *Developing Administrator* might be a de facto "apprentice" serving in his/her first or second year. The "promising capacity" will be evident in the administrator's impact on teaching and learning within his/her area of responsibility.

- The *Below Standard Administrator* is unable to provide evidence that his/her practice supports authentic learning in his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support.

<u>Goal Attainment – Teacher SLOs</u>

In addition to securing the existing affirmative cultures and meeting the state's mandate, the Committee simultaneously focused upon improving teaching and deepening learning. We believe that our approach to evaluation does so:

- *Through Evidence* – Collected by all, analyzed by all, discussed by all, acted upon by all.

- *Through Convergence of Effort* – Goal setting sharpens individual and team purpose; actionable feedback fuels individual and team goal attainment.

- *Through Defining Outcomes, Designing Learning Tasks, and Distinguishing Levels of Performance* – What should our students learn? What kinds of student work will produce that learning? What qualities distinguish good work from less accomplished efforts? Our teachers will grapple with these questions and will answer them while refining their craft.

    - In *Leader Administrator* led schools, evidence-based pedagogy is a dominant feature of collective teacher practice.

- In *Effective Administrator* led schools, evidence-based pedagogy is a significantly growing feature of collective teacher practice.

- The *Developing Administrator* might be a de facto "apprentice" serving in his/her first or second year. The "promising capacity" will be evident in the administrator's impact on teaching and learning within his/her area of responsibility.

- The *Below Standard Administrator* is unable to provide evidence that his/her practice benefits teaching and learning within his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will take into account the progress toward goals of a support plan. Continued struggle with the expectations of this component may lead to a determination that the administrator is "ineffective".

STAKEHOLDER FEEDBACK COMPONENT (10%)

- *Leader Administrator* led schools and *Effective Administrator* led schools, a preponderance of the stakeholder feedback points to high levels of satisfaction.

- The *Developing Administrator* will be able adduce examples of positive stakeholder feedback about his/her practice as well demonstrate the ability to use stakeholder feedback constructively to improve practice.

- The *Below Standard Administrator* is unable to make use of valid stakeholder feedback to improve practice.

WHOLE SCHOOL LEARNING OUTCOMES (5%)

- *Leader Administrators* and *Effective Administrators* sustain the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.

- The *Developing Administrator* assists in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.

- The impact of the *Below Standard Administrator's* practice is negligible in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.

HOLISTIC SUMMATIVE RATING

The holistic summative rating will be consistent with the following:

THE LEADER ADMINISTRATOR

All evaluation components --- including the quality of the self-reflection ---- converge to warrant a conclusion that the Leader Administrator, by his/her excellence, expresses the core, soul and conscience of E/R/9. The Leader Administrator embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms, deepen school quality, and enrich the public's appreciation of the profession.

THE EFFECTIVE ADMINISTRATOR

All evaluation components --- including the quality of the self-reflection ---- converge to warrant a conclusion that the Effective Administrator secures the community's educational aspirations by commendably satisfying all assigned responsibilities. The Effective Administrator exhibits continuous growth, especially in the art of creating common cause and commitment within a community of practitioners. Effectiveness is understood and enacted as a function of service. The Effective Administrator aspires to become a Leader Administrator.

THE DEVELOPING ADMINISTRATOR

All evaluation components --- including the quality of the self-reflection --- converge to warrant a conclusion that the Developing Administrator meets growth expectations and is on the path toward effectiveness.

THE BELOW STANDARD ADMINISTRATOR

All evaluation components --- including the quality of the self-reflection --- converge to warrant a conclusion that the employee's practice is below the standard expected of an E/R/9 administrator.

OTHER MANDATED ELEMENTS

Timeline

The following Plan Description covers the period between July 1st and June 30th of any given year.

Orientation

By emphasizing evidence-based goal setting and evidence-based determinations of goal attainment, the Administrator Evaluation Plan is consistent with E/R/9's Teacher Evaluation Plan. Orientation to one plan, therefore, assists practitioners in grasping the other. The distinctive elements of Administrative Evaluation will be considered during our August Administrative Council Retreat.

Goal Setting Conference

All goal setting conferences will occur prior to the beginning of the academic year.

Midyear Formative Review

To occur no later than January 30th of any given year.

End-of-Year Summative

- To occur no later than July 31st of any given year.
- Administrator self-reflections will be submitted to the primary evaluator no later than two weeks prior to the summative conference.
- The administrator is responsible for assembling evidence of goal attainment and bringing the evidence forward at the summative conference.

4 Level Matrix System

- Based upon: 1) multiple observations of leadership behavior; 2) Self-reflection drawn from the ***CT Common Core of Leadership Evaluation Rubric***; 3) evidence of goal attainment -- especially goals related to student achievement; 4) evidence of professional growth; and 5) stakeholder feedback.
- The above components will be aggregated holistically in keeping with the component weights identified in state guidelines.
- Annual summative evaluation provides each administrator with a rating reflecting the following performance levels:
    - Leader
    - Effective
    - Developing
    - Below Standard

Training

- As specified in the E/R/9 Teacher Evaluation Plan, all administrators will receive training in

the CLASS observational tool.

- Administrator Plan Orientation protocols will include a review of the Common Core of Leadership Evaluation Rubric

Definition of Ineffectiveness

- An administrator shall ***generally*** be deemed ineffective if said administrator receives at least two sequential "developing" ratings or one "below standard" rating at any time.

Evaluation-Based Professional Learning

- During the summative conference and in keeping with its conclusions, evaluator and administrator will agree upon the adult learning experiences that will be undertaken during the subsequent year of service.

Individual Administrator Improvement and Remediation Plans

- Non-tenured and tenured administrators whose performance is deemed "developing" or "below standard" will be provided accurate feedback and a reasonable period of time to ameliorate performance concerns.

Orientation Programs

- Continued implementation will determine the plan adjustments for each successive year, including changes in administrator orientation.

EVALUATION PLAN APPENDICES

1. **Connecticut State Department of Education 2010 Common Core of Teaching: Foundational Skills**
2. **SEED 21st Century Common Core of Teaching**
3. **Summary of Descriptions of Teacher Rating Levels**
4. **Summary of Descriptions of Administrator Rating Levels**
5. **Peer Practice Coach Role Description**

Overview

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

Domains of Teacher Performance

Domain 1. **Content and Essential Skills:**

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

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

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

Domain 3. **Planning for Active Learning:**

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

Domain 4. **Instruction for Active Learning:**

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

Domain 5. **Assessment for Learning:**

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

Domain 6. **Professional Responsibilities and Teacher Leadership:**

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

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

Domain 1. Content and Essential Skills:

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

1.1 Demonstrating proficiency in reading, writing, and mathematics skills;

1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;

1.3 Using developmentally appropriate verbal, non-verbal and technological communications;

1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;

1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and

1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

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

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

2.1 Creating a class climate that is responsive to and respectful of the learning needs of students[2] with diverse backgrounds, interests and performance levels;

2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;

2.3 Providing explicit instruction about social skills to develop students' social competence[3] and responsible and ethical behavior by using a continuum of proactive strategies[4] that may be individualized to student needs;

2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and

2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions[5].

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

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

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

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

Domain 3. Planning for Active Learning:

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

3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs[2];

3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;

3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;

3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;

3.5 Selecting or designing instructional strategies, resources[6] and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;

3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;

3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;

3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse[7] and/or inquiry-based learning[8]; and

3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

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

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

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

Domain 4. Instruction for Active Learning:

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

4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;

4.2 Using technological and digital resources strategically to promote learning;

4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse[7] and/or inquiry-based learning[8];

4.4 Varying the student and teacher roles[9] in ways that develop independence and interdependence with the gradual release of responsibility to students;

4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;

4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and

4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

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

Domain 5. Assessment for Learning

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

5.1 Understanding the different purposes[10] and types of assessment[11] that capture the complexity of student learning across the hierarchy of cognitive skills[12];

5.2 Using and/or designing a variety of formative[13] and summative[14] assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;

5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;

5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;

5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;

5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;

5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and

5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

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

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

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

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

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

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

Domain 6. Professional Responsibilities and Teacher Leadership:

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

6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;

6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students[15];

6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;

6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures[16] to support continuous school and district improvement;

6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;

6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;

6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;

6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;

6.9 Using communication technology in a professional and ethical manner;

6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and

6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.

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

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

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

(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.

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.

EDUCATION CONNECTION

21 Center for 21st Century Skills at EDUCATION CONNECTION

SEED
Connecticut's System for Educator Evaluation and Development

21st Century Common Core of Teaching

http://www.educationconnection.org

http://www.skills21.org

- Overview -

Building on the foundational work of the 2010 Connecticut Common Core of Teaching and the most current experience in the field of 21st century skills acquisition, this document re-frames Connecticut's instructional practice indicators in language that is flexible and descriptive of rigorous, digitally supported, Common Core State Standards and 21st century skills aligned instruction.

The purpose of this framework is threefold: 1. To explicitly guide the integration of Common Core State Standards and 21st century skills into instructional practice, 2. To build a rigorous set of standards for proficient and exemplary digitally supported instruction in Connecticut schools, and 3. To create model language and examples that can support an ongoing dialogue among educators regarding the key elements of truly challenging 21st century learning environments designed to prepare students for life, learning and work beyond school.

EDUCATION CONNECTION's 21st Century Skills Crosswalk, 2010

These enhancements enable this 21st Century Common Core of Teaching to guide and facilitate quality instruction in any environment, whether it is in a traditional classroom with traditional tools, in a traditional classroom with digital tools, in a blended learning environment that extends the classroom, or even if instruction is taking place completely online. By using this framework as a reference point for teachers to improve their own craft, educators will build on the research that defines historically effective instructional practices of the past, while using language and examples that lead us to applications of those principles in the learning environments of the near future.

This draft of the 21st Century Common Core of Teaching is a beginning step toward a transformation of teaching and learning in Connecticut that can help every Connecticut student meet the demands of a highly

competitive, digital, and ever-changing world. It has been constructed on the foundation of the second version of Connecticut's Common Core of Teaching which was published in 2010. Those who are familiar with Connecticut's previous iterations of the Common Core of Teaching will notice a consolidation and rephrasing of some of the Indicators within the six familiar Domains of practice. As a result, while the 2010 version had 46 separate indicators, the 21st Century Common Core of Teaching has just 15 Indicators. This was done to increase the impact of the model's indicators and concentrate each one's ability to focus and support meaningful discourse and professional learning. Additionally, this smaller number of indicators creates a more streamlined structure for the evidence collection and analysis process that is critical to the SEED professional evaluation and support process.

The titles and descriptors of the domains themselves are similar and adapted with minor changes from the 2010 Common Core of Teaching. The first relates to foundational skills and perspectives, two through five focus on preparation and execution of the learning experience, and the sixth is reflective of the professional responsibilities of educators in a culture dedicated to the continuous improvement of learning. By maintaining the basic domain structure, a teacher practice model has been created that is consistent with the state's historic language conventions, the recently developed TEAM process, and most of Connecticut's post-secondary teacher preparation programs.

Within each of the domains, there are two or three separately identified Indicators of Successful Practice. These outline the basic foundational parts of each domain's content and are described, in analytic rubric fashion, across the four levels of performance that are identified in Connecticut's recent educational reform legislation (Below Standard, Developing, Proficient and Exemplary). These Elements are tied across each of the four levels of performance. Subsequently, there are grade appropriate suggested Attributes, Evidence and Example samples aligned with those same four levels of performance. These leveled examples are not meant to be an exclusive list, but rather are provided to highlight potential implementation practices and support the dialogue between teachers and their administrators regarding levels of performance and guiding the continuous improvement process.

Unlike previous models, in response to feedback from the field, the six domains are intended to be the focus of the scoring exercise rather than each indicator individually within the domain. By taking the evidence from the three Indicators in each Domain and making a holistic performance determination based on the collected evidence, an evaluator will only be issuing 6 final scores rather

than 18. This means that the evaluator will be using the descriptive Attributes and Evidence samples to determine within the Domain where the preponderance of the evidence is and which of the four categories of performance it best represents as a whole. Furthermore, to facilitate the focus and scoring within each of the domains, there is at least one "Power Indicator" (P) identified. The purpose of these Power Indicators is to ensure that the collaborative conversation between the teacher and the building administrator gets focused first on those learning indicators that have the greatest leverage on the quality of learning experience. It is accepted that all of the indicators are important, but it is further recognized that without success in these foundational Power Indicators, the chances for a positive learning outcome are significantly decreased. Within a given domain's Power Indicator, if there is sufficiently negative or weak evidence associated with any one of them, regardless of where the other evidence in the domain exists, the domain cannot be scored as Proficient or Exemplary. In all final scoring decisions, the final domain score is based on the totality of the evidence in the domain and dependent on the judgment of the evaluator.

For additional guidance, the 21st Century Common Core of Teaching domains have been weighted proportionally by their overall relative importance to the teaching and learning process. For example, if you have great evidence of planning (Domain 3) but poor evidence of execution for active learning (Domain 4) this is more problematic for learning had the outcome been reversed. These domain weights play two roles; one is for the sorting of the six domain scores as they relate to summative rating for the 40% Teacher Practice rating within the SEED model. The six domains are weighted to make up the final rating for the 40% so that the individual weights of the domain scores are considered when compiling the one master score for the 40%. The second purpose for the weighting is to provide guidance for the relative investment of time and improvement resources in the construction of professional growth plans. The time spent and efforts made on improvement will likely return learning dividends in proportion to the domain weighting so should be considered accordingly.

The suggested rating weights are as follows:

10% Domain 1: Essential 21st Century Skills

20% Domain 2: Learning Environment and Commitment to Learning

10% Domain 3: Planning for Active Learning

30% Domain 4: Instruction for Active Learning

20% Domain 5: Assessment for Active Learning

10% Domain 6: Professional Responsibilities and Teacher Leadership

The author would like to extend his special thanks to development partner, consultant and former principal of Litchfield's Center School, Andrienne Longobucco. Andrienne's contributions and guidance have made this a better and more effective structure from the beginning. She is the consummate professional whose vision for the use of digital tools for learning and her extensive experience as an exemplary instructional leader at both the building and district level have informed the creation of this tool and guided its development in such a way that ensures its practical applicability.

Additional thanks for contributions should also be extended to Dr. Frank LaBanca, Jane Donn and the staff of the Center for 21st Century Skills whose daily work preparing students for life, learning and work in a digital world inspires much of what is included here.

21ST CENTURY COMMON CORE OF TEACHING

- AT A GLANCE -

Domain 1: Essential 21st Century Skills 10%	*Domain 2:* Learning Environment and Commitment to Learning 20%	*Domain 3:* Planning for Active Learning 10%
1.1 - Literacy, numeracy, Common Core State Standards and other state standards. 1.2 - Digital literacy and 21st Century Skills. (P)	2.1 - Responsive and respectful, behavioral interventions. (P) 2.2 - Arrangement of the physical/virtual learning environment and the logistics of learning	3.1 - Appropriately challenging and differentiated experiences. 3.2 - Coherent and relevant learning experiences and assessments leading to mastery. (P)
Domain 4: **Instruction for Active Learning 30%**	***Domain 5:*** **Assessment for Active Learning 20%**	***Domain 6:*** **Professional Responsibilities and Teacher Leadership 10%**
4.1 – Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning. 4.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P) 4.3 - Using differentiated instruction, positive personal interactions, questioning, to adjust learning experiences to meet the needs of all students.	5.1 - Variety of formative and summative assessments to support the progress all learners. (P) 5.2 - Providing timely and individualized descriptive feedback. 5.3 - Using data and analysis tools that provide depth and breadth of understanding and help to guide instruction and interventions.	6.1 – Professional growth that is continuous and purposeful and contributes to a positive school/community climate. (P) 6.2 - Communicating and collaborating with families about their students, their student's performance, and instructional program. 6.3 – Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.

(P) = Power Indicator

DOMAIN 1

Content and Essential 21st Century Skills

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

INDICATOR	Below Standard	Developing	Proficient	Exemplary
1.1 Demonstrating proficiency in literacy, numeracy, other relevant Common Core State Standards (CCSS) and integration with other relevant content area standards. **Attributes:** • **Alignment of instruction** • **Standards in practice** • **Consistency of practice** • **Connections across content areas**	Does not plan or in practice recognize or cannot articulate the impact or importance of CCSS and/or subject area standards. Unaware of the instructional practices required for success in mastering literacy, numeracy, other key CCSS skills and/or subject area standards. Regardless of local curriculum content, only addresses CCSS skills and/or subject area standards in isolation.	Instruction is partially aligned to the CCSS and/or subject area standards. Recognizes in practice the impact and importance of CCSS and/or subject area standards but may struggle to put them into a teaching and learning context. Awareness of the instructional practices required for success in mastering literacy, numeracy, other key CCSS skills and/or subject area standards and may attempt to demonstrate them but implementation is uneven and disjointed. Shows an understanding of the connections of CCSS skills and/or subject area standards across learning experiences but does not make them consistently.	Instruction is aligned to the CCSS and/or subject area standards. Recognizes in practice the impact and importance of CCSS and/or subject area standards and successfully translates this into a teaching and learning context. Awareness of the instructional practices required for success in mastering literacy, numeracy, other key CCSS skills and/or subject area standards and demonstrates them consistently. Shows an understanding of the connections of CCSS skills and/or subject area standards across learning experiences and makes them consistently.	Instruction is aligned to the CCSS and/or subject area standards and is frequently updated based on the best available resources from other implementers. Recognizes the impact and importance of CCSS and/or subject area standards and successfully and dynamically translates this into a teaching and learning context. Shows a deep understanding of the instructional practices required for success in mastering literacy, numeracy, other key CCSS skills and/or subject area standards and demonstrates them consistently and effectively. Shows a deep understanding of the connections of CCSS skills and/or subject area standards across learning experiences and makes them consistently and insightfully, frequently showing how important knowledge and skills are connected.

1.1	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *In a team meeting or teacher conference, the teacher is unable to identify or articulate how CCSS fit into the local curriculum.* • *Teacher plans the science learning experience/expectation around a single content topic with no consideration given to its connections to literacy, numeracy, or other CCSS.* • *Teacher lesson or learning experience plans do not address subject area standards.* • *Content and information knowledge is error ridden which impacts student understanding.* • *Content and information knowledge is isolated.* • *The teacher says "That is really a question for your history teacher - we are in Math class now.*	• *In a team meeting or teacher conference, the teacher is able to only superficially identify or articulate how CCSS fit into the local curriculum.* • *Teacher plans a science learning experience/expectation that includes a limited language and vocabulary component.* • *Teacher lesson or learning experience plans address subject area standards.* • *Although there may make a minor error, there are no serious content errors that impact student understanding.* • *Content and information is sometimes seen as connected across content areas but is often presented as isolated.* • *The teacher says "That is really a question for your history teacher but it might be interesting to find out.*	• *In a team meeting or teacher conference, the teacher is able to identify and articulate how CCSS fit into the local curriculum and the role they play in daily instruction.* • *Teacher plans a science learning experience/expectation which includes an analysis of collected data and the construction of an appropriate hypothesis defense.* • *Teacher lesson or learning experience plans address subject area standards and integrate them across content areas and include literacy/ numeracy.* • *The teacher makes no content errors.* • *Content and information is seen as connected across content areas.* • *The teacher says "We don't know why that happens but I think we should take a minute to find out. Take out your devices and see if you can find it."* • *The teacher says "That is really a great question, can you see how that relates to what we are doing here in math?"*	• *In a team meeting or teacher conference, the teacher is able to identify and articulate how CCSS fit into the local curriculum, the role they play in daily instruction, and what efforts are being undertaken to improve performance and mastery across the content areas.* • *Teacher plans a science learning experience/expectation which includes a close reading of scientific text for information, an analysis of collected data, the construction of an appropriate hypothesis defense, and the presentation of findings to an authentic audience.* • *Teacher lesson or learning experience thoughtfully address CCSS standard and/or subject area standard and show evidence of integrated outside resources.* • *Content and information is seen as connected across content areas and there is frequent discussion about interdisciplinary connections in real world learning contexts.* • *The teacher says "That is really a great question, can you see how that relates to what we are doing here in math? Use your devices and tell me who can find other examples of how this concept shows up outside of our math course."*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
1.2 Demonstrating proficiency in digital literacy and other relevant 21st Century Skills. **Attributes:** • **Alignment of instruction** • **Authentic contexts** • **Consistent active engagement**	In plans or in practice does not recognize or cannot articulate the impact or importance of 21st century skills. Lacks awareness of the instructional practices required for mastering digital literacy, information literacy, or other key 21st century skills.	In plans or in practice recognizes the impact or importance of 21st century skills but struggles to make them present in the learning environment. Awareness of the instructional practices required for success in mastering digital literacy, information literacy, or other key 21st century skills and may attempt to demonstrate them but implementation is uneven and disjointed. Shows an understanding of the connections of digital literacy, information literacy, or other key 21st century skills across learning experiences but does not make them consistently.	Instruction demonstrates the impact and importance of digital literacy, information literacy, or other key 21st century skills and successfully translates this into a teaching and learning context. Awareness of the instructional practices required for success in mastering digital literacy, information literacy, or other key 21st century skills and demonstrates them consistently. The learning experience/ expectations and units of instruction incorporate higher level learning goals and concepts that actively engage students and encourage the application of digital literacy, information literacy, or other key 21st century skills.	Shows a deep understanding of the connections of digital literacy, information literacy, or other key 21st century skills across learning experiences and makes them consistently and insightfully, frequently showing how important knowledge and skills are connected in the real-world. Deep understanding of the instructional practices required for success in mastering digital literacy, information literacy, or other key 21st century skills in authentic contexts and demonstrates them consistently and effectively. The learning experience/expectations and units of instruction incorporate higher level learning goals and concepts that consistently challenge and actively engage students and encourage the application of 21st century skills.

1.2	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Teacher is unaware or unconcerned with the development of 21st century skills and how/why they are necessary for the future success of their students.* • *Teacher thinks that 21st century skills are limited to the use of technology.* • *Learning experiences do not mention or rely on 21st century skills for success.* • *Teacher claims that she/he cannot use 21st century skills because the Internet does not work in their school.* • *The teacher assigns work to be done with paper and pencil that would have been easily or more efficiently completed with available digital tools.* • *Belief that "cut and paste" are 21st century skills.* • *Despite numerous, less expensive and more effective options, a teacher persists in ordering workbooks to support instruction in his classroom.*	• *Teacher recognizes the significance and plans to address digital literacy, information literacy, or other key 21st century skills.* • *Teacher plans/practice incorporates some strategies to help students access information from tools/digital resources.* • *While present from time to time, pursuit of 21st century skills is inconsistent and not integrated on a systemic basis.* • *Teacher can identify a least a few of the 21st century skills recognized by their district.* • *Teacher has a plan to incorporate 21st century skills but talks about "having to use them."* • *Teacher has two pieces of student work with evidence that they can identify with 21st century skills.*	• *Teacher demonstrates a commitment and understanding and plans the use of multiple tools/digital resources to address digital literacy, information literacy, or other key 21st century skills.* • *Teacher plans to use tools and digital resources to support the making of thoughtful interdisciplinary connections and higher level thinking as demonstrated through digital literacy, information literacy, or other key 21st century skills.* • *Activities provide an opportunity for the meaningful and relevant application of the learning experiences/expectations and 21st century skills.* • *Teacher has third graders look at three different web pages, make judgments about content, and share with their peers what they found in an information organizer.* • *Teacher assigns a research project where students must find Kahn Academy Algebra 1 videos, identify key vocabulary terms, and then define, illustrate and post them on the class message board.*	• *Teacher demonstrates a commitment and understanding and provides leadership and innovative practice on the use of multiple tools/digital resources to address digital literacy, information literacy, or other key 21st century skills in authentic, real-world contexts.* • *Teacher consistently uses tools and digital resources to support the making of thoughtful interdisciplinary connections and higher level thinking as demonstrated through digital literacy, information literacy, or other key 21st century skills.* • *Teacher plans for student-created content that deeply uses digital literacy, information literacy, or other key 21st century skills domains and demonstrates connections between them.* • *Teacher uses tools and digital resources to engage and allow students independence in choice and demonstration of learning.* • *Students create original content (writing, presentations, podcasts, films) that integrate digital literacy, information literacy, and other key 21st century skill areas and then demonstrate appropriate connections to their own career interests.* • *Students use digital literacy, information literacy, and other key 21st century skills to model an authentic application of course content in a real-world adult context and have the product reviewed for feedback by industry experts.*

DOMAIN 2
Learning Environment and Commitment to Learning

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

INDICATOR	Below Standard	Developing	Proficient	Exemplary
2.1 Creating a learning environment and implementing behavioral interventions that are responsive to and respectful of the personal needs of students with diverse backgrounds, interests and performance levels. **Attributes:** • **Respect, warmth and caring** • **Responsiveness** • **Redirection and intervention** • **Behavioral interventions**	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Patterns of interaction between the teacher and students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. No recognition or addressing of disrespectful or inappropriate behavior or adjusting to the needs of students in real-time.	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Patterns of interaction, between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students occasionally demonstrate disrespect for one another in their personal communications or learning environment. Teacher attempts to respond to disrespectful or inappropriate behavior unanticipated student needs, with uneven results.	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Teacher-student interactions in the learning environment are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students almost always exhibit respect for the teacher. Interactions among students are generally polite and respectful. There are quick responses to disrespectful tone, inappropriate behavior or unanticipated student needs among students and the impact of this response changes the direction and tone of the student behavior.	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Teacher and individual student interactions are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Such interactions are appropriate to the ages of the students and consistent across all student backgrounds and levels of performance. Students exhibit respect for the teacher and contribute to the positive tone of the learning environment. On those rare occasions when behavior is inconsistent with this norm, students themselves intervene and redirect their peers back to a positive learning behavior.

2.1	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Teacher uses disrespectful or sarcastic language in speaking or postings towards students.* • *Student body language or communications indicate feelings of hurt or insecurity.* • *Many students do not participate/post and are clearly not part of the learning environment.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *There are rude posts or tweets without recognition by the teacher.* • *Interventions and actions are not specified in plan or discussion.* • *The whole class is working on page 32 in the math workbook. Students with different learning backgrounds are struggling with content.* • *Student is acting out. The behavior escalates with no apparent intervention from the teacher. There is no plan for this behavior.* • *The learning environment (physical or virtual) is chaotic, with no apparent standards of conduct.* • *Students are posting inappropriate links on the class discussion board without any intervention or comment from the teacher.*	• *The quality of interactions (digital or personal) between teacher and students, or among students, is usually positive but with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Students attend passively to the teacher, but tend to talk, text, email etc. when other students are communicating.* • *Even when device use is encouraged or asked for a specific purpose by the teacher, more multi-tasking is present that is interfering with learning.* • *A teacher's request to log on and enter data is mostly ignored with a high degree of off-task behavior.* • *Behavior data analysis is incomplete and conclusions drawn from the data are not specific to individual students.* • *Teacher mentions that she talked to the special education teacher about how to best work with two students with special needs but does not specify how that collaboration has influenced her planning.* • *The second grade class is reading the same book and some students are struggling. The teacher says "I will come and help you Jane" but does not address the others who are experiencing difficulty with the content.* • *Teacher appears to monitor student behavior, but with limited intervention and poor results.* • *Teacher sends a message warning that the discussion is getting off track, but students ignore it and continue with their current line of thinking/posting.*	• *Communications (digital or personal) between teacher and students and among students is uniformly respectful with a positive tone always present.* • *Teacher responds (digitally or personally) to disrespectful behavior among students in a way that preserves the respect and dignity of the individual.* • *Teacher enthusiastically and warmly greets students by name as they enter the class or as they join in electronic discussion boards.* • *Students attend fully to what the teacher is saying, writing, demonstrating, or asking.* • *Students offer words of encouragement and appropriate praise for the contributions and work of their peers.* • *Teacher articulates the design of instruction to accommodate student needs; teacher can specify how academic and behavioral interventions are aligned to student needs.* • *Behavior data analysis is complete and used to plan academically and behaviorally for most students.* • *Teacher describes that she talked to the special education teacher about how to best work with two students with special needs and that they created a plan to ensure the success of both children.* • *A student posted an inappropriate comment to another student through their class blog. The teacher intervenes with the appropriate intervention. The behavior extinguishes.*	*In addition to the characteristics of "proficient,"* • *In a learning environment (digital or in-person) with a highly diverse student body, there is genuine support and praise given by students to their peers.* • *When necessary, students correct one another in their conduct towards classmates.* • *In the rare instance when redirection is required by the teacher, the intervention is done in a positive and thoughtful way.* • *A child with special needs is making a selection at the interactive whiteboard which indicates his modified response to the learning task. This action gains a genuinely supportive response from all of his peers.* • *Students participate in an online activity where they are asked to define the norms of behavior they will follow when building on their new project teams.* • *When a student film makes its debut on the class YouTube channel, every student has viewed and reviewed the work in a way that supports the effort and time that went into producing the product.* • *Teacher develops or secures and shares strategies and resources targeted to specific student needs.* • *Behavior data analysis is in-depth and it used to specifically target academic and behavior goals designed for each individual student.* • *The teacher's presence/demeanor is that of a facilitator or participant, not a monitor.* • *Students respectfully intervene as appropriate with peers to support a positive learning environment.*

		• *Two students send off-task tweets within minutes of one another – one is sent to the Vice-Principal's office while the other is quietly redirected to not do that again.*	• *Through an entire period, the teacher monitors behavior and with minimal redirection is able to maintain a generally positive learning environment.* • *When an inappropriate post appears, the teacher quickly is able to privately note her concern with a text message and the student deletes the entry.* • *At the end of a session, the teacher sends a message thanking each student for making a positive contribution by following the pre-established norms for group work*	• *The teacher is watching a monitor that is tracking an ongoing discussion thread critiquing and commenting on the 2013 Inaugural speech. She comments from time to time on the quality of student work but is not directly involved in sustaining or directing this student self-monitored discussion.* • *When an inappropriate post appears, several students quickly note their concerns, texting their peer and the recipient student quickly deletes the entry.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
2.2 Promoting and supporting productive learning through the appropriate arrangement of the physical/virtual learning environment and an effective management of the logistics of learning. **Attributes:** • **Accessibility of learning environment** • **Alignment of physical space** • **Efficient usage of time** • **Organization of instructional arrangements**	The physical/virtual learning environment is unsafe and not conducive to learning and meaningful engagement, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and other physical resources with the learning experience/expectation, and/or the virtual space is either poorly organized, confusing, or translates poorly across platforms or devices and inhibits the learning experience/expectation. Significant instructional time is lost due to inefficient routines and procedures. There is little or no evidence of management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices effectively.	The physical/virtual learning environment is conducive to learning and meaningful engagement and most students have access to learning. The alignment of the arrangement of furniture and other physical resources with the learning experience/expectation is moderately effective and may be so as a result of teacher initiated modifications, and/or the virtual space is moderately organized, somewhat confusing, and may, with effort, translate across platforms or devices without inhibiting the learning experience/expectation. Some instructional time is lost due to only partially effective routines and procedures. With regular guidance and prompting, students follow established routines. The teacher's management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices is generally effective with some disruption of learning.	The physical/virtual learning environment is conducive to learning and meaningful engagement and all students have access to learning. The alignment of the arrangement of furniture and other physical resources with the learning experience/ expectation is effective and has been modified by the teacher to meet the needs of his/her students, and/or the virtual space is well organized, easily accessible, and translates well across platforms or devices without inhibiting the learning experience/ expectation. Due to effective routines and procedures, there is little loss of instructional time. With minimal guidance and prompting, students follow established classroom routines. The teacher's management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices is consistently successful.	The physical/virtual learning environment is welcoming and conducive to learning and meaningful engagement and all students have easy access to learning. The alignment of the arrangement of furniture and other physical resources with the learning experience /expectation is highly effective and has been modified by the teacher to meet the needs of all students, and/or the virtual space is well organized, easily accessible, and translates seamlessly across platforms and devices thus enhancing the personalized learning experience/expectation for each student. Instructional time is maximized due to efficient routines and procedures. Routines are well understood and are initiated by students. Students contribute to the management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices.

2.2	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *There are physical hazards in the learning environment, endangering student safety.* • *Many students can't see or hear the teacher, media, or some of their peers.* • *Assigned work does not function on all of the devices in the learning environment.* • *Students with some devices have significant advantages over others.* • *Students are disruptive to the class during routines and transitions.* • *There are no established procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices.* • *There are electrical cords running across high traffic areas in the classroom or running under a mat or rug.* • *A video assignment will not run on several of the classroom tablets that do not run Flash.* • *Students wait in line during learning time for……(anything)* • *Students ask "Where are the charging cords for the tablets?* • *Weeks into the semester, students are still asking questions about attendance log-ins and passwords.*	• *There are minor physical barriers in the learning environment which cause inconvenience or disruption.* • *Some students can't see or hear the teacher, media, or some of their peers.* • *Assigned work functions poorly on some of the devices in the learning environment.* • *Students with some devices have minor advantages over others.* • *Classroom routines function but they are uneven and clearly waste available learning time.* • *Procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices seem to have been established, but their operation is rough and result in loss of instructional time.* • *Several students in the back of the learning environment raise their hand half way through a video to say that they cannot hear what is being talked about.* • *In the second month of school, attendance log-ins still takes the first 5 minutes of every class.* • *Although students know what group they are in, it still takes them 6 minutes to reorganize and get their devices started.* • *Despite a class web-page devoted to sharing this information, students still email or text questions about basic procedures.*	• *There are no physical barriers in the learning environment which cause inconvenience or disruption.* • *All students can see or hear the teacher, media, and their peers.* • *Assigned work functions well on most of the devices in the learning environment.* • *There are no device advantages.* • *Classroom routines function smoothly and there is minimal loss of instructional time.* • *Transitions and procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices are smooth.* • *A group with several device types shows each student productively working on the same resource.* • *The project design used by the teacher in the film study class can be accomplished by any web-accessible device.* • *Teacher has a predetermined text message alert for the reconvening of the large class group.* • *One member of each small group is responsible for bringing the power strips and charging cords to the group work space.* • *In a small group project team, students have known, established roles, each independently carrying out a task with their own device prior to contributing to the team's final project.*	In addition to the characteristics of "proficient," • *Modifications are made to the physical/virtual learning environment to accommodate students with special needs.* • *Students take the initiative to adjust the physical/virtual learning environment.* • *Instructional time is maximized because transitions and procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices are so well ingrained that students take the initiative with their classmates to ensure that their time is used productively.* • *Students create their own wiki spaces to organize a team or group project.* • *A student suggests an alternative, device-neutral application which helps support translation to target languages.* • *From the time the bell rang at 10:05 to the end of the session at 11:20, virtually all of the learning time was productive with no apparent guidance from the adult.* • *A student volunteers a suggestion to his/her teammates for how increased efficiencies can be realized with a change of software to manage tasks.*

DOMAIN 3

Planning for Active Learning

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

INDICATOR	Below Standard	Developing	Proficient	Exemplary
3.1 **Ensuring that content/ skill instruction is at an appropriate level of challenge, supports critical Common Core and 21st century skills, and is differentiated to meet student's individual academic and behavioral needs.** **Attributes:** • **Differentiation of design** • **Level of challenge** • **Ownership of learning** • **Effective use of tools and resources**	The plan focuses mainly on literal understandings/ low levels of knowledge. Plans are not differentiated and/or not at an appropriate level of challenge. There is no recognition in the plan for the expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving. Tools, digital resources and information literacy skills that could facilitate differentiation are not part of the instructional plan. Academic or behavioral concerns are either not identified or are without a defined plan of intervention strategy.	The instructional plan includes some tasks that reach higher levels of knowledge. Plans include some differentiation in instructional strategies but may not provide instruction at an appropriate level of challenge for all students. There is minimal recognition in the plan for the age appropriate expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving. Tools, digital resources and information literacy skills that could facilitate differentiation are only tangentially part of the instructional plan. The plan prepares the teacher to address general academic or behavioral concerns and suggests anticipated responses to strategy/use of resources. Plans rely predominantly on a singular strategy or tool/digital resource that only occasionally promotes higher levels of thinking and do not adequately address critical CCSS and 21st century skills.	The plan includes differentiated tasks, resources and activities designed to engage students to higher levels of knowledge and scaffolds the learning appropriately. The plan meets the grade level standards or course level expectations for challenge and anticipates student understanding and addresses common content misconceptions. There is recognition in the plan of the importance for the age appropriate expression of key attributes of curiosity, persistence, conceptual thinking or problem solving. The plan includes the use of tools and digital resources and information literacy skills that enable the selection, design or implementation of supplemental or specialized instructional or behavioral interventions when appropriate/if needed. Plans have more than one option, tool and/or digital resource that promote higher levels of thinking as well as critical CCSS and 21st century skills.	In addition to the characteristics of proficient: The plans incorporate a variety of strategies, resources and groupings that appropriately challenge all students. The plan incorporates a depth of knowledge and promotes student independence as a learner, allowing for choice and student self-direction. There is a value in the plan for the age appropriate expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving. Planning provides opportunities for students to use their own tools and digital resources to enable choices and for personalized & specialized instructional or behavioral interventions. Plans include the use of differentiated tools and digital resources to help students make connections within and among content areas and help them to understand the importance of critical CCSS and 21st century skills in the world around them.

3.1	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Available tools and digital resources are not recognized in the plan.* • *Materials or strategies are unclear or not specified or rely solely on a singular strategy or resource.* • *No learning experience /expectation plans are provided or plans do not show any differentiation based on any need.* • *With an entire set of tablet readers at her disposal, a 5th grade teacher requires students to fill in a worksheet.* • *Teacher does not collaborate with colleagues for planning.*	• *Teacher identifies differentiation strategies that are limited—often based on a single area – such as student interest.* • *Teacher articulated plans for addressing academic/behavioral concerns are general and not specific.* • *Tools and digital resources may be referenced in the plan but they are underutilized.* • *Students will all view the video of the combustion experiment and discuss what happened with their peer.* • *Teacher mentions or references the digital cameras that are available for evidence collection during the experiment but fails to make connections required for appropriate use.*	• *Mechanisms or strategies for differentiation are part of the design.* • *Teacher plans to systemically use digital tools and digital resources as part of the instructional design.* • *Teachers provide assistance and strategies for dealing with frustration when learning comes to a halt and students are struggling to make progress.* • *Students can view the video, read the article, or watch my demonstration of the combustion experiment, discuss what happened with their peer, and answer the reflection questions.* • *Teacher articulates the work with colleagues in the planning process.* • *Plans include decision trees or other mechanisms to allow students to pursue their own learning pathways.*	• *Teacher articulates anticipated student misconceptions and how the learning experience/expectation design addresses these.* • *Teacher plans to enable students to make decisions about how to best apply the available tools and digital resources for their own learning.* • *The teacher conveys to students that he/she won't consider a learning experience/expectation "finished" until every student understands, and that he has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and beyond who he/she has contacted for assistance in reaching some students.* • *Students are asked to share reflections with a peer and post the observations they have in common on the blog page.* • *There is ample time in the plan for alternative pathways, follow-up activities, or flexible group arrangements.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
3.2 Developing and facilitating coherent and relevant learning experiences and assessments that builds on students' prior knowledge, skills and interests and scaffold toward application and mastery of the identified learning expectations. **Attributes:** • **Coherent, aligned and relevant** • **Build on prior knowledge** • **Purposeful and appropriate** • **Use of tools and digital resources**	Experiences are poorly aligned to instructional outcomes and/or assessments the curriculum. Learning experience/expectations lack scaffolding or coherence and lack a clear sequence. Learning experience/expectations are not connected to students' prior knowledge or take into consideration student interests or authentic contexts. Organization does not engage students or plan to use tools and digital resources.	Experiences are partially aligned to instructional outcomes and/or assessments in the curriculum. Learning experience/expectations lack effective scaffolding or sequence coherence. Learning experience/expectations are somewhat connected to students' prior knowledge and may superficially take into consideration student interests or authentic contexts. Organization of the learning may be uneven and does not result in engagement of all students. While there may be planning for the use of tools and digital resources in support of the instructional outcomes and experiences, they are not well described or intentional.	Learning experience/ expectations and tasks are clearly aligned to learning outcomes, standards and appropriate assessments. Learning experience/expectations are appropriately scaffolded with sequence coherence. Learning experience/expectations are connected to students' prior knowledge and take into consideration student interests or authentic contexts. Organization of the learning results in engagement of all students. The use of tools and digital resources support the instructional outcomes and experiences.	In addition to the characteristics of proficient: The plan actively engages students in an in-depth understanding of learning goals and expectations. Alignment among units, learning experience/expectations, learning tasks and assessments enhance learning and promote the shift of responsibility for the demonstration of proficiency to the learner. The organization of the units, learning experience/expectations and tasks is purposeful, and promotes meaning and offers students multiple pathways to develop knowledge. The use of tools and digital resources support the application of the instructional outcomes and experiences in authentic contexts.

3.2	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Learning activities are not well aligned to the instructional goals.* • *Materials are not engaging, or do not adequately leverage available digital resources, and do not meet instructional outcomes.* • *Instructional groups are not suitable to the activity and offer no variety.* • *A planned activity to use unifix cubes is not connected to the learning outcomes for the experience.* • *An addition and subtraction worksheet is planned for as part of a learning experience designed to foster higher level abstract thinking.* • *A high school US history teacher assigns a section reading from an elementary level reading text.*	• *Learning activities are moderately challenging.* • *Tools and digital resources are suitable but variety is limited.* • *Instructional groups partially support learning experience/ expectations.* • *The learning experience/ expectations structure may work for some but does not lead all students to learn.* • *Planned activities include several fill-in- the- blank worksheets aligned with the district curriculum.* • *Planned student outcomes in a 6th grade science activity are 80% identification and recognition for basic anatomy.* • *Tools and digital resources are available but underutilized – students are asked to go to specific websites to gather information about an historical event without exercising judgment or reflection regarding website quality or information verification.*	• *Learning activities are matched to instructional outcomes.* • *Instructional grouping is purposeful and maximizes student learning.* • *Learning experience/ expectation plans indicate where differentiation and student choice may be pursued based on either assessment data or teacher judgment.* • *Tools and digital resources are an integral part of the learning plan.* • *Students in a third grade reading section are asked to make their own appropriate book choice and to defend their selection with evidence.* • *High school civics students are required to identify a Supreme Court decision that they disagree with and make a multi-media presentation about how they would have argued the case differently.* • *Chemistry students post their answers to a complex equation on a class posting page and seek feedback from their peers regarding the quality of their problem solving processes.*	• *Students collaboratively participate in a designing their own assessments.* • *Assessments are authentic with a real world digital application as appropriate.* • *Students are challenged to bring meaning to their learning through the real world application of the learning expectations.* • *Strategic questions are planned for discourse or inquiry-based learning; making real world, career, or global connections with the content; or making interdisciplinary digital connections as appropriate.* • *Plans are framed around provocative essential questions that encourage inquiry, collaboration, and reflection. "Do we have a responsibility to each other when it comes to health and medical care?" What are the policy implications for your answer?* • *The teacher plans give students a policy choice. Students are then asked to use the research tool that works best for him/her to research the consequences –and then apply an appropriate software organizational tool to prioritize the findings and report results back to the class.* • *In Reader's Workshop, there is a teaching point for each student for each lesson which is derived from the previous lesson data, assessment and analysis. Each teaching point is specific in plans and implementation.*

DOMAIN 4

Instruction for Active Learning

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

INDICATOR	Below Standard	Developing	Proficient	Exemplary
4.1 **With clarity of purpose, the teacher employs structures and strategies to enable all students to build meaning, construct new learning, and meet the identified goals and expectations.** **Attributes:** • **Clarity of Purpose** • **Inquiry learning** • **Digital literacy** • **Pacing of learning** • **Extension of learning experiences**	The instructional purpose of the learning experience/expectation is unclear to students and the directions and procedures are confusing. Spoken, written or visual directions/ explanation of the goals for learning contain major errors that impact the student's ability to participate in the learning experience. The instructional purpose of the learning experience/expectation is purposefully restricted to a single pathway or one predetermined answer known only to the teacher. The pace of the learning experience/ expectation is too slow or rushed. Few students are intellectually engaged or interested.	Attempts to explain the instructional purpose with limited success and/or directions and procedures must be clarified after initial student confusion. Spoken, written or visual directions and or explanation of the goals for learning may contain minor errors; some portions are clear; other portions are difficult to follow. The instructional purpose of the learning experience/expectation is based on an open ended question but the structure of the experience is still likely to lead to a predetermined answer known only to the teacher and restricts the students' intellectual engagement. The pacing of the learning experience/ expectation may not provide students the time needed to be intellectually engaged.	The instructional purpose of the learning experience/expectation is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Spoken, written or visual directions or explanation of the goals for learning is well scaffolded, clear, accurate, and multi-dimensional. The instructional purpose of the learning experience/expectation is based on an open ended question and the structure of the experience provides students with an opportunity to discover and build their own meaning. Using tools and digital resources to support inquiry and digital literacy as a pathway to support the construction of new learning. The pacing of the learning experience/expectation is appropriate, providing most students the time needed to be intellectually engaged.	With guidance, the student is able to articulate the instructional purpose of the learning experience/ expectation and to link it to their own interests. Spoken, written or visual directions and explanation of the goals for learning is thorough and clear and the directions and procedures anticipate possible student misunderstanding. Uses audio, visual and/or digital support and connects with students' knowledge and experience. The instructional purpose of the learning experience/expectation is based on an open ended question and the structure of the experience ensures students will discover and build their own meaning. Either in-person or through virtual tools, using tools and digital resources to support inquiry and digital literacy as a pathway to support the construction of new learning and include interactions of whole class, small group, and individual work. The pacing of the learning experience/expectation provides students the time needed to intellectually engage with and reflect upon their learning, to help one another, and to consolidate their understanding. Students, either in-person or through virtual tools, play a significant role in contributing to extending the goals of the learning experience and in explaining concepts to others.

4.1	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *At no time during the learning experience/expectation does the teacher convey to the students what they will be learning.* • *Students indicate through their questions or body language that they are confused as to the learning task.* • *Teacher makes no attempt to incorporate student interests into the learning experience/expectation.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.* • *The learning experience/ expectation drags, or is rushed.* • *A student asks: "What are we supposed to be doing?" and the teacher ignores the question.* • *Students become disruptive, or talk among themselves in an effort to follow the learning experience/ expectation.*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *The teacher's explanation of the content consists of a monologue or totally relies on one method of delivery which is purely procedural with minimal participation by students.* • *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* • *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.* • *The pacing of the learning experience/expectation is uneven; suitable in parts, but rushed or dragging in others.* • *The teacher says: "And oh, by the way, today we're going to factor polynomials." There is no further information given.* • *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* • *Teacher posts a blog or assignment message that few students can understand or execute.* • *Students ask "What do I write here?" in order to complete a task.* • *The teacher says: "Watch me while I show you how to put the parts of this experiment together" with students asked only to listen.*	• *The teacher states clearly, at some point during the learning experience/expectation, what the students will be learning.* • *Students engage with the learning task, indicating that they understand what they are to do.* • *Teacher's explanation of content is clear, engaging, has multiple methods of delivery and invites student participation and thinking.* • *Teacher creates questions that require thoughtful analysis of digital materials and resources.* • *The teacher involves most students, even those who don't initially volunteer.* • *Teacher incorporates students' interests and questions into the heart of the learning experience/ expectation.* • *The pacing of the learning experience/expectation provides students the time needed to be intellectually engaged.* • *After engaging students using multiple methods of delivery, students are able to answer questions regarding learning experience/ expectations, "Why is character development so important to the theme of the story?"* • *During direct instruction, students can give multiple examples of the concepts and expectations involved in the learning experience.* • *The teacher uses tools or digital resources to keep the purpose present so students can refer to it without requiring the teacher's attention.*	In addition to the characteristics of "proficient," • *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring the goals for learning to life.* • *All students demonstrate understanding of the expectations for learning.* • *The teacher makes it possible for students to explain the goals for learning to their peers using multiple methods of delivery.* • *Students have an opportunity for reflection and closure on the learning experience/expectation to consolidate their understanding.* • *The teacher requires students to post a rephrased explanation of the purpose of today's learning experience on the class blog.* • *When needed, a student offers clarification about the learning task to classmates.* • *The teacher explains passive solar energy by inviting students to predict what will happen to the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun and to explain or support their prediction with examples from a trusted source.* • *Students take turns illustrating the point of the lesson using interactive whiteboard graphics.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
4.2 **Using a variety of active learning instructional strategies to create higher order and meaningful student engagement which leads all students to take ownership of their own learning and make purposeful personal decisions that impact the learning process.** **Attributes:** • **Active learning strategies** • **Level of rigor and intellectual engagement** • **Authenticity of learning** • **Ownership of the learning experience**	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources are one dimensional and require only rote responses. Students' participation choices are limited to compliance decisions.	The learning tasks or prompts require only minimal thinking by students, allowing most students to be passive or merely compliant. Success requires only application or knowledge level work. These tasks or prompts are not in the context of learning beyond school. Tools and digital resources are underutilized and do not support meaningful engagement or student self-direction.	The learning tasks and activities are designed to challenge student thinking, resulting in active intellectual engagement by most students. Success requires analysis, synthesis, evaluation or creativity at some level. Tools and digital resources help to extend the learning beyond the course content. There is important and challenging content which is placed in an authentic context, and with teacher scaffolding to support that engagement. There are some opportunities for students to decide the direction or outcome of their own learning experiences and to apply the tools and digital resources that are available in an appropriate fashion given the context of the learning.	Virtually all students are intellectually engaged in challenging, authentic learning experiences, through well designed tasks, and suitable scaffolding by the teacher. Success requires deep and rigorous analysis, synthesis, evaluation or creativity throughout the process. Tools and digital resources help to extend the learning beyond the course content. Tasks are fully aligned with the instructional outcomes and mirror real-world problem solving contexts. The students decide the direction or outcome of their own learning experiences and have applied the tools and digital resources that are available in an appropriate fashion given the context of the learning. Continued learning experiences, either actual or virtual, outside the classroom are planned to support the independent thinking of the students and the expansion and application of the concepts and processes in the classroom experiences.

4.2	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Few students are intellectually engaged in the learning experience/expectation.* • *Learning tasks require only recall or have a single correct response or method.* • *The tools and digital resources are used to ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional tools and digital resources used are unsuitable to the learning experience /expectation and/or the students.* • *The entire 1st grade class is able to chant yes and no answers in unison, but when asked to explain no student can respond.* • *Students in a 5th grade classroom are playing word searches on their tablets.* • *World language students who are supposed to be building vocabulary fluency using Audacity are instead sending prank texts to their friends.*	• *Some students are intellectually engaged in the learning experience/expectation.* • *Learning tasks are a mix of those requiring thinking and recall but lack rigor or higher order thinking.* • *Student engagement with the content is largely passive, learning primarily facts or procedures.* • *The teacher uses different instructional groupings; these are partially successful in achieving the learning experience /expectation objectives.* • *The tools and digital resources are partially aligned to the learning experience/expectation objectives, but only some of them demand student thinking. Most of the time, tools and digital resources could be replaced by print materials with no loss of efficacy.* • *Students are asked to fill in a worksheet an online worksheet for verb conjugation.* • *The teacher starts the learning experience by announcing that it is about to begin and closes it with a similar declaration.* • *Teachers ask all students to go to the same website and answer the 10 declarative knowledge questions at the end of the passage.*	• *Most students are intellectually engaged in the learning experience/expectation.* • *Learning tasks are authentic and have multiple correct responses or approaches and demand higher-order thinking.* • *Students use tools and digital resources to make choices in how they complete learning tasks.* • *There is a mix of different types of groupings, learning environments, and resources suitable to the learning experience/expectations.* • *Tools and digital resources support the learning goals and require intellectual engagement.* • *Students are given a digital jigsaw activity which requires independent work to be collaboratively posted and communicated to their peers.* • *Students identify a real-world, high impact problem associated with biological sciences.* • *When given a box with a variety of objects and resources, learning teams must create a structure or object that is worthy of either artistic display or practical application.*	In addition to the characteristics of "proficient," • *Virtually all students are highly engaged in the learning experience/expectation.* • *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* • *Students suggest modifications to the grouping patterns, resources, tools, sites, information, and processes used to fulfill the learning expectations.* • *Students have extensive choice in how they complete tasks.* • *Students are asked to collaboratively make a recommendation regarding the approval of a building project in their town based on the environmental impact.* • *9th grade guidance students develop their own original materials to instruct others on how to align career interests with college choices.* • *Students use digital resources to research, evaluate and suggest the 10 most effective online narrative descriptions of the Battle of Gettysburg and defend their choices based on the Information Literacy guidelines for the district.* • *Students are asked to synthesize the major themes illustrated in an genre of painting and to create their own work (tactile or digital) that fits within these parameters.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
4.3 **Using differentiated instruction, positive personal interactions, communications strategies, questioning and discussion techniques to adjust learning experiences to meet the needs of all students.** **Attributes:** • **Differentiated instruction** • **Positive interactions** • **Communication Strategies** • **Inquiry and questioning** • **Balanced participation**	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources are one dimensional, include no options or variations. Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by sarcasm, putdowns, or conflict. A few students dominate the interaction. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers with questions that are of low cognitive challenge, single correct responses or asked in rapid succession. As soon as a student struggles with a problem an answer is provided with no	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources provide different pathways for learning but they are not managed effectively resulting in a basically one dimensional experience. Attempts to adjust when evidence suggests it's necessary but does so ineffectively. Attempts to modify the learning experience/expectation when needed and to respond to student questions and interests, with moderate success. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by a mix of positive and negative interactions. Some students may be favored over others. The net result of the interactions is neutral: conveying neither warmth nor conflict. Communications are correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. There are some questions designed to promote student thinking and understanding, but only a few students are involved.	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources provide different pathways for learning that are managed effectively resulting in moderate differentiations of the learning experience. Promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by positive interactions. There is evidence of empathy and humor. The net result of the interactions is generally polite and respectful. Most learners would describe this as a positive learning environment. Communications are correct and generally appropriate to the students' ages or backgrounds. While there may be some low-level questions, teacher poses inquiries to students that promote student thinking and understanding and does so using a variety of tools and digital resources.	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources provide different pathways for learning that are managed effectively resulting in extensive differentiations of the learning experience. Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from peers within the school community or through connections with educational resources beyond the local framework. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by genuine positive interactions. There is evidence of empathy and humor which is displayed fairly with all students. The net result of both personal and electronic interactions is that of mutually beneficial connections between all of the individuals in the learning environment. Communications are expressive, and there are opportunities to extend students' vocabularies and understanding. Rich language and multiple methods of delivery are applied where appropriate. Either in-person or through virtual tools, uses a variety or series of questions/prompts to challenge students cognitively and advance

	support or evidence of problem solving, persistence or positive inquiry behaviors. Ignores student questions and if/when students experience difficulty, the teacher blames the students or their home environment.	Often, when a student struggles with a problem an answer is provided with little support or evidence of problem solving, persistence or positive inquiry behaviors. Attempts to engage all students in the interaction and to encourage them to respond to one another, but with uneven results.	Rarely, when a student struggles with a problem is an answer provided - there is encouragement and support for problem solving, persistence or positive inquiry behaviors. Successfully engages most students in the interaction, employing a range of strategies to ensure that most students can express themselves.	high level thinking and discourse between the teacher, students and among the students themselves. Very rarely, when a student struggles with a problem is an answer provided there is plentiful encouragement and support for problem solving, persistence or positive inquiry behaviors. Inquiries mirror the learning expectations' application in real-life situations and include the use of digital strategies to interact with people in other locations. Students are engaged in formulating their own questions based on their own needs and interests, initiating topics and making their own unsolicited contributions. Students themselves play a role in ensuring that all voices are heard in the discussion, interaction, or exchange of ideas regardless of the venue.

4.3	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Questions are rapid-fire, declarative knowledge, and convergent, with a single correct answer.* • *All interaction is between teacher and students; students are not invited to respond directly to one another.* • *A few students dominate the interaction.* • *Teacher brushes aside student questions.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.* • *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher only calls on students who have their hands up.* • *The teacher says: "We don't have time for that today."* • *A first grade student is confused about an addition concept during math instruction. When this is expressed to the teacher, the response is, "Really, everyone else was able to get it."* • *The teacher says: "If you'd just pay attention, you could understand this."* • *Teacher does not call students by their names.* • *Students are asking each other what is happening and why without teacher response.*	• *Teacher frames some questions designed to promote student thinking, but may only use one method and only a few students are involved.* • *Using some tools and digital resources, the teacher invites students to respond directly to one another's ideas, but few do.* • *Using some tools and digital resources teacher prompts many students, but only a small number actually participate in the interaction.* • *Teacher's efforts to modify the learning experience/expectation are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the learning experience/expectation.* • *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *Teacher uses an automated quiz response program.* • *The teacher asks: "Who has an idea about this?" but the same three students offer comments.* • *90% of the contributions to a digital chat on a specific topic are attributable to 2 or 3 students.* • *Most of the responses to blog posts on topics related to this learning experience are from the teacher and not student-to-student.* • *Students' posts and contributions demonstrate a lack of understanding, caring, engagement, or enthusiasm for the task at hand.* • *A number of students do not seem to be following the explanation.*	• *Teacher uses open-ended questions, posts, or challenges inviting students to think at high levels and/or have multiple possible answers.* • *The teacher builds on/uses student responses to questions or challenges effectively both in person or online.* • *In-person or online discussions enable students to communicate with one another, without ongoing mediation by the teacher.* • *Vocabulary and usage are correct and completely suited to the learning experience/expectation.* • *Vocabulary is appropriate to the students' ages and levels of development.* • *There is evidence that the teacher is able to make meaningful connections with individual students.* • *The teacher asks the students questions that require prediction and evidence and then to defend their answers: "What might have happened if the colonists had not prevailed in the American war for independence? Would that have been better or worse for the Colonists?"* • *The teacher requires that any student responding to a peer's post, must paraphrase the previous post before adding their own content.* • *The teacher asks a question and asks every student to compose/tweet or text a response with less than 145 characters, and then share with a partner before inviting a few to offer their ideas to the entire class.* • *The teacher illustrates a principle of good writing to students by showing them a website with good writing examples in the required genre but associated with numerous different topics.*	In addition to the characteristics of "proficient," • *Students use multiple methods to engage their peers in the learning process.* • *Students initiate higher-order questions.* • *It is expected that the students respect the opinions or answers offered by their peers whether in-person or online.* • *Students invite comments from their classmates during the exchange of ideas/learning.* • *Whether personally or publicly (digitally or in-person), the teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *Students post or send requests for information from their peers on/work of their peer.* • *Students extend the discussion, enriching it.* • *The teacher posts a real-time response question to a group of 7th grade students: "Why do we allow bullies to have such an influence and power over our own behavior?"* • *A student asks of other students: "Let's create a shared document and list all of the ideas we can think of for how we might figure this out."* • *The teacher asks students to tweet or text errors that they find in the grammar or syntax of the speech they are viewing online.*

DOMAIN 5

Assessment for Learning

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

INDICATOR	Below Standard	Developing	Proficient	Exemplary
5.1 **Using clear criteria within a variety of formative and summative assessments that directly align with the learning expectations to monitor and evaluate the progress all learners.** **Attributes:** • **Variety of assessments** • **Clear criteria** • **Aligned and valued measures**	Assessments are lacking in criteria through which student performance will be assessed. There is no sense of value or rationale associated with assessment and/or measurement of learning. Assessments are not aligned with instructional experiences and expectations. Single measure assessments are selected that may or may not measure criteria and outcomes of the learning experience related to learning goals.	Assessment criteria are provided but unclear. The teacher may attempt to explain to students how/why something is being assessed and the role it plays in the context of the class. Assessments are somewhat aligned with instructional experiences and expectations but assessments are rarely used to inform planning. Formative and summative assessments are selected that are aligned to curriculum and learning experiences and expectations to monitor student progress, but their implementation is uneven.	Assessment criteria are clearly written, posted and/or communicated. Plans include opportunities for students to participate in developing assessment criteria and use it to assess their own work. The teacher is able to articulate how the assessed materials fit into a broader context of learning and why the measurement is important. Formative and summative assessments are clearly aligned with instructional outcomes and results are used to inform planning and instruction. Formative and summative assessments are designed or selected to monitor and evaluate students' learning both individually and as a class.	In addition to the characteristics of proficient: Throughout the instructional/ learning process students routinely reflect upon and self-assess their progress over time as it relates to the assessment criteria that they either have been provided or helped create. Students are able to articulate how the assessed materials fit into a broader context of learning and why the measurement is important. Formative assessment is woven completely into the instructional process with multiple measures continuously guiding instructional decision making. A variety of assessment tools, strategies and digital resources appropriate to individual students' needs are designed or selected to monitor and evaluate learning throughout the learning plan.

5.1	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Assessments do not align to the instructional goals.* • *Assessments have no criteria.* • *Teacher does not use formative assessments.* • *No criteria are provided to students for the assigned project.* • *Teachers says "did everyone get that?" as her assessment of understanding.* • *The students finish a project on Colonial America. Students are unclear of expectations and no rubric was provided.*	• *Assessment criteria are vague.* • *Assessment criteria are tied to analogue, pre-Common Core, non-digital instructional assumptions.* • *Assessment results are used to design instruction for the whole class not individual students.* • *The grading criteria for an assigned essay are based on following directions.* • *Teacher reviews the class data on performance on a recent test. His report to the class is "Everyone did ok."*	• *Assessments match the learning goals.* • *Assessment indicates a balance of summative, formative, and interim assessments.* • *Assessment criteria are aligned with Common Core and digital instructional assumptions.* • *Instruction is adjusted in response to evidence of student learning.* • *Students can access their own historical performance data.* • *Teacher gave the assignment to students saying to meet in small groups to develop assessment criteria for the rubric for one assignment.* • *Teacher reviews the class data on performance using an appropriate analysis tool, identifies the classes' strengths and weaknesses, and then emails each student a fillable form to evaluate their own strengths and weaknesses.*	*In addition to the attributes in proficient:* • *Students are able to choose a performance task that gives them the best chance of success in meeting the learning goal and assessment criteria.* • *Differentiated assessments are available.* • *Instruction is continuously and precisely adjusted in response to evidence of student learning.* • *Teacher successfully executes a major learning experience/ expectation readjustment when needed.* • *Teacher works with students to develop assessment criteria for the main grading rubric for the semester ending project.* • *Students are actively involved in collecting information and data from formative assessments and other sources for the purpose of establishing individual learning goals.* • *Students self-assess their multi-media projects against the class-developed rubric and set goals for the revision process.* • *Students hold a grade-level film festival where team entries are judged by a student panel using the class-developed rubric.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
5.2 **Provide timely and individualized descriptive feedback to ensure students improve their performance and assume responsibility for their learning.** **Attributes:** • **Timely and appropriate feedback** • **Monitoring and adjusting** • **Integration of assessment** • **Student involvement**	Students do not receive timely feedback. Feedback is absent, or of poor quality. There is little or no assessment or monitoring of student learning. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Students sometimes receive timely feedback but it is inconsistent and not focused enough to guide improvement. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Questions, prompts, and/or assessments are rarely used to diagnose evidence of learning. .	Students receive timely feedback that is consistent and focused enough to guide improvement. Monitoring results in feedback that is accurate, constructive and corrective and that advances learning. Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students. Students are aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, feedback and/or assessments are used to diagnose progress and advance learning.	A variety of feedback, from both the teacher and peers, is timely accurate, specific, and advances learning. Students set doable goals to improve their performance as a result of this process. Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students and then is systematically used to diagnose evidence of learning by individual students. Assessment is fully integrated into instruction, through extensive use of formative assessment to monitor the performance of individual students and adjust differentiated instruction. Students are knowledgeable regarding the assessment criteria and have helped create, apply, and use them. Students self-assess and monitor their progress.

5.2	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *The teacher gives no indication of what high quality work looks like.* • *The teacher makes no effort to determine whether students understand the learning experience/expectation.* • *Feedback is only global or nonexistent.* • *The teacher does not ask students to evaluate their own or classmates' work.* • *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding. The teacher says: "Good job, everyone."*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *The teacher makes only minor attempts to engage students in self or peer-assessment.* • *The teacher's attempts to adjust the learning experience/expectation are partially successful.* • *When a student completes a problem on the interactive whiteboard, the teacher corrects the student's work without explaining why.* • *The teacher, after viewing three correct answers on the message board continues, without ascertaining whether all students understand the concept.* • *The teacher uses anonymous polling software to gauge the readiness of a class to move on to another learning concept.*	• *Students indicate that they clearly understand the characteristics of high quality work.* • *The teacher elicits through a variety of tools and digital resources evidence of student understanding during the learning experience/expectation.* • *Students are invited to assess their own work and track changes to make improvements.* • *Feedback includes specific and timely guidance for at least groups of students.* • *The teacher engages students in self- or peer-assessment.* • *When necessary, the teacher makes adjustments to instruction to enhance understanding by groups of students.* • *The teacher circulates during small group or independent work, offering specific reflective prompts to individual students.* • *The teacher and the student review a CAD design and complete a side-by-side review based on the classroom rubric.* • *Students assess the performance of peers on a digital music composition.*	In addition to the characteristics of "proficient," • *The students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated, continuous and tracked in real time at the individual student level.* • *Teacher frequently uses tools and digital resources to elicit information about individual student understanding.* • *Feedback to students is specific and timely, and is provided from many sources, including other students.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* • *While students are using photo editing software, the teacher circulates providing substantive feedback to individual students on the changes they are making and engages them in a discussion on the merits of that feedback.* • *Students offer feedback to their classmates on their writing and elicit improvement suggestions through each student's wiki page.* • *Students email each other their responses on a chemistry problem solving lab report, grade them against the class rubric, and make a highlighted improvement suggestion before returning the piece to their assessment partner.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
5.3 **Using a comprehensive set of data and analysis tools that provide depth and breadth of understanding of individualized student achievement at a particular point in time and over time.** **Attributes:** • **Data driven analysis and action** • **Continuous Improvement** • **Mission aligned** • **Use of digital tools and resources**	Instruction is informed by a general understanding of the goals for learning, rather than data about the students' learning needs. Even though data may be available, the teacher is uninterested in using it for planning or improvement purposes. Data is not used as a way to determine a student's placement or potential and uses it as a static label. No electronic storage, organization, or analysis of data present.	While data may be mentioned or referenced, instruction is still primarily informed by a general understanding of students' prior knowledge and skills. Has shown some interest in data for planning or improvement but has not demonstrated a systemic application of what is available. Data is used as a way to gauge progress and diagnose interventions but does not use it systematically or regularly as a foundation for planning or progress. While there may be evidence of electronic storage, organization, or analysis of data present, it may not be timely nor is there compelling evidence that it has been used to influence practice.	Instruction incorporates multiple sources of data about students' prior knowledge, skills and understanding of concepts into the instructional plan. Shows sustained interest in data for planning or improvement and has demonstrated a systemic application of what is available for the purposes of improved student performance. Data is used as a way to gauge progress and diagnose interventions and is used systematically and regularly as a foundation for planning and progress. There is strong evidence of electronic storage, organization, and analysis of data; it is timely and there is compelling evidence that it has been used to influence practice.	Instruction is driven by analysis of student performance data (by either the teacher or the student or both) to determine individual learning needs and subsequent instruction. Consistently uses data for planning and continuous improvement and has demonstrated a systemic application for the purposes of improved student performance. Data is used as a way to gauge progress, diagnose interventions, motivate and challenge students and uses it systematically and regularly as a foundation for planning and progress. There is systemic electronic storage, organization, and analysis of data that is timely and is used regularly to influence practice.

5.3	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Teacher discussion of planning is general and data are nonspecific; planning shows little or no evidence of differentiation.* • *Sees data as separate from rather than integrated with the instructional/assessment process.* • *Refuses or ignores the opportunity to use digital tools to store, analyze and display data.* • *Despite the ready existence of DRP data, the first grade teacher does not connect this information to planning or instruction.* • *A 6th grade teacher has never logged onto to the district performance data base.*	• *While teacher may use data in planning, it may be non-specific or error prone.* • *Data may be old or unaligned with purpose and priorities.* • *Inconsistently takes advantage of the opportunity to use digital tools to store, analyze and display data.* • *100% students will be able to complete division problems without a calculator or other assistance. After this goal is met, teacher continues to teach the same concept.*	• *Teacher articulates how specific student data connects to instructional design.* • *Teacher can articulate how data has provided insight and improved practice.* • *Data is timely and focused and easily accessible using tools and digital resources.* • *Consistently uses digital tools to store, analyze and display data.* • *All students will be able to complete four number division problems with at least 90% accuracy – using calculators or other assistance to check work and guide practice is acceptable.*	• *Teacher articulates how multiple sources of data lead to the design and development of differentiated learning experience/expectations including appropriate levels of challenge.* • *Data is timely, focused and easily accessible both locally and mobily using tools and digital resources to store, analyze and display data.* • *Teachers support a positive data culture.* • *All students will be able to complete four number division problems with at least 90% accuracy – using calculators or other assistance to check work and guide practice is acceptable. All students will document what resources they used and how they helped.* • *Data walls are part of every team meeting.* • *Teachers have dashboard measures on key performance data that are sent home to parents regularly*

DOMAIN 6
Professional Responsibilities and Teacher Leadership

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

INDICATOR	Below Standard	Developing	Proficient	Exemplary
6.1 **Engaging in individual and collective professional growth that is continuous, purposeful, and designed to improve student learning and achievement as well as contribute to a positive school climate.** **Attributes:** • **Reflections and initiative** • **Inquiry process** • **Modeling of behaviors** • **Professional collaboration** • **Positive contribution to school climate**	Reflections show little connection to practice. Participation in the evaluation process does not follow proper procedures. Passive aggressive, demonstrating a superficial agreement but actual actions are not responsive to evaluator feedback. 21st century professional growth experiences are not present or are not used for instructional purposes or are superficial. No effort is made, or only perfunctory effort is made, to participate with colleagues to develop and sustain improvement. Participation may impede the collaborative process.	Reflections focus on instructional procedures and general student achievement. Passive, following set evaluation procedures directed by evaluator. Evaluator's suggestions are occasionally used for improvement. Participation in 21st century professional growth is focused on meeting some student learning needs, or focus is limited to content or resources. Participates in structured team activities as required by the school to develop and sustain grade level or course level improvement. Neutral presence - listens and does not impede progress of colleagues in collaborative settings.	Reflections on teaching emanate from student overall performance, with some examples. Active, taking initiative to use the evaluation process for instructional improvement, collecting feedback. Evaluator's suggestions are consistently used to improve instruction. A 21st century professional growth plan is developed to impact instruction and includes professional growth activities that enhance skills to meet the needs of all students, such as content, pedagogical skills and resources. Actively works with colleagues to develop and sustain both grade level/course level improvement as well as contribute to broader school improvement. Collaborates with colleagues, administrators to help families meet the needs of students and support their growth. Teacher collaboration contributes to positive school climate.	Reflections on teaching emanate from and are shaped by specific examples cited and evidence of the effectiveness of the learning experience/expectations. Takes full initiative in the evaluation process for the purpose of instructional improvement and to inform professional growth. Feedback from the evaluation process, and from colleagues, is sought and used to improve instruction and guide students to reflect on and develop ownership for their own learning. Leadership is taken in 21st century professional growth (both learning and sharing with others) activities that impact instruction and meet the needs of all students. Plans appropriate professional development meeting his/needs as expressed in the individual growth plan Takes leadership in developing and sustaining school improvement, engaging in problem and solution finding. Consistently collaborates with all stakeholders to meet all students' individual learning needs. Collaboration fosters positive school climate among others.

6.1	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Teacher reflections show little understanding of how his/her practice connects to student learning.* • *Teacher participates only in evaluation processes, as directed, but doesn't actively use results to improve instruction.* • *Teacher takes no steps to participate on school or district committees to support change efforts.* • *Teacher argues feedback from evaluator saying, "That is not true, I think it was a very effective strategy." The teacher cannot identify what would have made it effective.* • *Does not complete a professional growth plan.* • *Teacher impedes collegial learning and growth through passive or negative behaviors – "I will not help her develop plans, she has never done anything for me.* • *The teacher does not share strategies or instructional materials with colleagues.*	• *In general, reflections focus predominantly on the teacher him/herself, with some impact on instruction.* • *Teacher's response to evaluation feedback is limited to improvement of whole-class instruction.* • *Teacher actively participates in 21st century professional growth plan and attempts to use what is learned to improve instruction.* • *Teacher participates on school or district committees and supports change efforts in the school, as guided by colleagues and/or district requirements.* • *Teacher self-assessment focuses mostly on teacher actions rather than student learning – "I thought I did a great job."* • *Teacher develops a professional growth plan, with limited focus on meeting all learners' needs.* • *Teacher is a participant in collegial groups and learns from others – but may not offer anything to the process for others to benefit.* • *Teacher attends PLC meetings only when asked by the principal.*	• *Teacher reflections are clearly focused on the extent to which the class and individual students have met learning experience/ expectation objectives.* • *Teacher can articulate connection between his/her own actions and student performance; teacher uses student performance to determine next steps for instruction* • *Teacher links student learning results to the evaluation process.* • *Teacher understands that evaluation feedback can be used in a positive way to improve instruction.* • *Teacher develops a well-designed professional growth plan to improve 21st century teaching skills and impact instruction for all students.* • *Teacher volunteers to serve on school and/or district committees, and actively supports and contributes to change effort.* • *Staff survey data show that teacher is a positive and respected team member, suggesting teacher contributes.* • *Teacher posts and shares lesson materials on her team wiki.* • *Teacher actively helps her peers access and use the variety of newly available Common Core curriculum materials.*	*In addition to 'proficient' behaviors...* • *Teacher works with colleagues to determine how his/her own 21st century instructional practices can help improve instruction for their students.* • *Teacher works with colleagues to develop common 21st century professional growth plans both within and beyond their school community and to seek out resources and leadership experiences to enhance their practice.* • *Teacher shares professional learning with others in order to promote and improve district and school-wide learning initiatives.* • *Teacher shows clear evidence of working with resources in the broader educational community to help improve personal practice.* • *Teacher engages evaluator in feedback and extends his/her learning through the dialogue.* • *Teacher organizes a learning experience/expectation study group with grade level colleagues to strengthen a specific learning experience/ expectation until it has been refined as much as possible and then teaches it to get powerful data about how well the learning experience/expectation works.* • *Teacher connects electronically with other professional networks working on similar issues beyond the school and becomes active in sharing resources among and between colleagues.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
6.2 Communicating and collaborating with families about their students, their student's performance, and instructional program. **Attributes:** • **Collaborates with and is responsive to families** • **Interactive communication** • **Respectful and culturally aware**	Little to no attempt is made to engage families in the instructional program and communication about individual student progress is irregular and/or culturally inappropriate. Communication with families is rare except through report cards. Rarely solicits or responds promptly and carefully to communication from families. Few attempts are made to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	Irregular attempts are made to communicate with families about individual progress and programming. Often, communication is one-way and not always appropriate to the cultural norms of those families. Primary reliance is on broadcast web pages and other one-way media. Usually responds promptly to communications from families. Respectful communication may occur and an effort is made to take into account different family home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitivity to the differences.	Frequent communication occurs with families about the instructional programs and shares information about the individual student's progress. Information to families is conveyed in a culturally appropriate manner. Use of two-way communication about student performance and learning is used regularly with families and the response is prompt and careful. Communication is always respectful with families and demonstrates understanding of and sensitivity to different families' home languages, culture, and values.	Communication with families is frequent and culturally sensitive. Responses to family concern are handled professionally. Families are engaged in the instructional program. Models the use of a regular two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Serves as a model for this element.

6.2	Below Standard	Developing	Proficient	Exemplary
Examples and Evidence	• *Families are unaware of their children's progress.* • *Family engagement activities are lacking.* • *Communication is culturally inappropriate.* • *Families must contact the principal or other school administrators for information about their child.* • *Parent communications sent from the school are negative or defensive.*	• *School or district created materials about instructional programs are sent home.* • *Teacher maintains school required online grade book but does little else to inform families about student progress.* • *Teacher communications are sometimes inappropriate to families' cultural norm.* • *Sample parent communications are predominantly one way, such as web pages or generic email distributions.* • *Parents receive a PDF pamphlet about the new science program, but wonder how their child's teacher is implementing it.*	• *Information about the instructional program is online and distributed electronically and available on a regular basis.* • *The teacher sends information about student progress home electronically on a regular basis. Hard copies are distributed or available for parents that require them.* • *The teacher uses communication that is culturally appropriate and relevant.* • *Teacher develops activities designed to successfully engage families in their children's learning as appropriate.* • *Teacher sends a weekly email class update that is translated into the major languages of each family represented. Text includes invitations to respond and reply.* • *Teacher maintains a website that provides parents with up to date homework information and class activities.*	• *On a regular basis, students develop and distribute electronic and print materials to inform their families about the instructional programs.* • *Students maintain accurate records about their individual learning progress and frequently share this information with families.* • *Students contribute to regular and ongoing projects designed to engage families in the learning process.* • *A comprehensive sample of parent communications show a great variety of methods used to meet individual student and family needs.* • *Students design a class web page and learning space for parents that is linked to communications sent home on a regular basis and is available in other languages.* • *Teacher makes frequent phone calls and/ or emails or alerts home to connect with parents and keep them apprised of student performance and school activities.* • *Teacher is insistent that texts or email inquiries regarding student performance are welcome at any time.*

INDICATOR	Below Standard	Developing	Proficient	Exemplary
6.3 Conducting oneself as a professional **Attributes** • Teacher behavior is consistent with Connecticut's *Code of Professional Responsibility for Educators*	☐ Teacher actions **are consistent** with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. ☐ Teacher actions are **not consistent** with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators.			

21ST CENTURY COMMON CORE OF TEACHING

- SUMMATIVE SCORE SHEET -

Domain	Domain Score
10% Domain 1: Content and Essential 21st Century Skills	
20% Domain 2: Classroom Environment and Commitment to Learning	
10% Domain 3: Planning for Active Learning	
30% Domain 4: Instruction for Active Learning	
20% Domain 5: Assessment for Active Learning	
10% Domain 6: Professional Responsibilities and Teacher Leadership	
Total Score	

Typically, a summative score of 1-1.49 is considered **Below Standard**. 1.5-2.49 is **Developing** 2.5 to 3.49 is **Proficient** and 3.5 or higher is **Exemplary**.

These ratings are recommended but are in the end, a local decision to make.

Foundational Documents:

Connecticut State Department of Education, **The 2010 Common Core of Teaching: Foundational Skills,** 2010

Connecticut State Department of Education, **The Connecticut Framework for Teacher Evaluation and Support**, 2012.

Costa, Jonathan, & Cogan Drew, Dan, ***EDUCATION CONNECTION's 21st Century Skills Crosswalk***, Litchfield CT, 2010.

Costa, Jonathan, ***Digital Learning for All, Now!*** Corwin Press, Thousand Oaks, CA, 2012.

Danielson, Charlotte, ***Enhancing Professional Practice: A Framework for Teaching, 2nd Edition,*** ASCD, Alexandria VA, 2007.

November, Alan, ***Who Owns the Learning?*** Solution Tree Press, Bloomington IN, 2012.

Saphier, Jon, Haley-Speca, Mary Ann and Gower, Robert, ***The Skillful Teacher,*** Research for Better Teaching, Inc. Acton MA, 2008

Summary of Descriptions of Teacher Rating Levels

	SLO Attainment	Teacher Practice	Holistic Summative Rating
4-Leader	• Has performed extensive data analyses that look at data in meaningful and insightful ways to establish a baseline, set student learning objectives, determine actions steps, and assess progress towards meeting the performance targets • Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. • Has constructed and fully engaged in action steps throughout the school year that are informed by data and deepen the teacher's craft knowledge and instructional judgment. • Has presented comprehensive and compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially	*Exhibits a consistency of teaching practice at the highest levels* – as captured by direct observations of classroom instruction and by a clear preponderance of evidence as mutually understood between teacher and evaluator, especially with respect to 21st Century CCT Domains #'s 3 & 6.	All components related to student achievement and professional practice converge upon a portrait of an exceptional teacher whose constructive influence extends beyond the classroom, across the building faculty and into the larger profession. By his/her excellence, the Leader Teacher embodies the core, soul and conscience of what teaching in E/R/9 should mean to students, parents, and colleagues. The Leader Teacher embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms that define a building's culture, advance school effectiveness in responding to student learning needs, and enrich the public's appreciation of the profession.
3-Effective	• Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. • Has constructed and completed action steps that are informed by data and deepen the teacher's craft knowledge and instructional judgment. • Has presented persuasive evidence that all performance targets have	*Exhibits a consistency of teaching practice at higher levels*—as captured by direct observations of classroom instruction and by a preponderance of evidence as mutually understood between teacher and evaluator, including 21st Century CCT Domains # 3 & 6.	All components related to student achievement and professional practice converge to warrant a conclusion that the Effective Teacher consistently exhibits a high degree of responsiveness to student learning needs and potential. The Effective Teacher is concerned about and exhibits continuous growth -- whether of pedagogy and/or within a specific discipline. He/she

	been substantially attained and a self-reflection that is comprehensive and thoughtful.		projects a positive image of the profession and the Region.
2-Developing	• In conjunction with structured support, has defined learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards. • Has been responsive to structured support aimed at deepening craft knowledge and instructional judgment. • Has presented evidence of some degree of target attainment.	*In conjunction with structured support, exhibits improved practice* – as captured by direct observations of classroom instruction and by the evaluator's assessment of the preponderance of evidence, including 21st Century CCT Domains # 3 & 6.	In conjunction with Structured Support, a preponderance of the components related to student achievement and support warrant a conclusion that the Developing Teacher has presented some evidence of student learning and growth, accompanied by exhibitions of improved practice.
1-Below Standard	• Despite intensive assistance, has struggled in the use of evidence to establish a performance baseline. • Despite intensive assistance, has struggled to define clear, relevant, data-informed student learning objectives. • Has been unable to adduce compelling evidence of student learning.	*Despite intensive assistance, teaching practice is unacceptable* -- as captured by direct observations of classroom instruction and by the evaluator's assessment of the preponderance of evidence across all 21st Century CCT Domains.	In conjunction with Intensive Assistance, a preponderance of the components related to student achievement and support warrant a conclusion that the Below Standard Teacher has been unable to adduce compelling evidence of student learning and/or fails to achieve an acceptable level of teaching practice.

*Compelling is defined within this evaluation plan as such a strong argument from all different angles using varied evidence so that the evidence is considered "steel tight".

*Persuasive is defined within this evaluation plan as an argument that, while strong, may still leave room for disagreement.

Summary of Descriptions of Administrator Rating Levels

	SLO Attainment	Administrator Practice	Holistic Summative Rating
4-Leader	In *Leader Administrator* led schools, existing levels of student performance will be sustained and augmented. In *Leader Administrator* led schools, "authentic learning opportunities" are a dominant feature of the educational program. In *Leader Administrator* led schools and *Effective Administrator* led schools, a preponderance of the stakeholder feedback points to high levels of satisfaction. *Leader Administrators* and *Effective Administrators* sustain the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.	The *Leader Administrator* will present persuasive evidence that all expectations have been substantially met. In *Leader Administrator* led schools, evidence-based ***pedagogy is a dominant feature*** of collective teacher practice.	All evaluation components --- including the quality of the self-reflection ---- converge to warrant a conclusion that the Leader Administrator, by his/her excellence, expresses the core, soul and conscience of E/R/9. The Leader Administrator embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms, deepen school quality, and enrich the public's appreciation of the profession. Goals and observations will reflect the performance expectations of the ***CT Common Core of Leadership***. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The *Leader Administrator* will present persuasive evidence that all six have been substantially met.

3-Effective	In *Effective Administrator* led schools, existing levels of student performance will be sustained. In *Effective Administrator* led schools, "authentic learning opportunities" are a significant feature of the educational program. In *Leader Administrator* led schools and *Effective Administrator* led schools, a preponderance of the stakeholder feedback points to high levels of satisfaction. *Leader Administrators* and *Effective Administrators* sustain the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.	The *Effective Administrator* will present persuasive evidence that all expectations in Teaching and Learning have been substantially met as well as evidence of acceptable practice in the remaining expectations. In *Effective Administrator* led schools, evidence-based ***pedagogy is a significantly growing*** feature of collective teacher practice.	All evaluation components --- including the quality of the self-reflection --- converge to warrant a conclusion that the Effective Administrator secures the community's educational aspirations by commendably satisfying all assigned responsibilities. The Effective Administrator exhibits continuous growth, especially in the art of creating common cause and commitment within a community of practitioners. Effectiveness is understood and enacted as a function of service. The Effective Administrator aspires to become a Leader Administrator. Goals and observations will reflect the performance expectations of the ***CT Common Core of Leadership***. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The *Effective Administrator* will present persuasive evidence that all expectations in Teaching & Learning have been substantially met, as well as evidence of acceptable practice in the remaining expectations.

2-Developing	The *Developing Administrator might* be a de facto "apprentice" serving in his/her first or second year. The "promising capacity will be evident in the administrator's impact on teaching and learning within his/her area of responsibility. The *Developing Administrator might b*e a de facto "apprentice" serving in his/her first or second year. The "promising capacity" will be evident in the administrator's impact on teaching and learning within his/her area of responsibility. The *Developing Administrator* will be able adduce examples of positive stakeholder feedback about his/her practice as well demonstrate the ability to use stakeholder feedback constructively to improve practice. The *Developing Administrator* assists in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.	The *Developing Administrator might* be a de facto "apprentice" serving in his/her first or second year. The "promising capacity" that accounts for the hire in the first place will be evident across all expectations. The *Developing Administrator might* a de facto "apprentice" serving in his/her first or second year. The "promising capacity" will be evident in the administrator's ***impact on teaching and learning*** within his/her area of responsibility.	All evaluation components – including the quality of the self-reflection --- converge to warrant a conclusion that the Developing Administrator, meets growth expectations and is on the path toward effectiveness. Goals and observations will reflect the performance expectations of the ***CT Common Core of Leadership***. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The *Developing Administrator* might be a de facto "apprentice" serving in his/her first or second year. The "promising capacity" will be evident across all expectations.

1-Below Standard	Existing levels of student performance are unacceptably diminished in the *Below Standard Administrator*'s area of responsibility. The *Below Standard Administrator* is unable to provide evidence that his/her practice supports authentic learning in his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. The *Below Standard Administrator* is unable to make use of valid stakeholder feedback to improve practice. The impact of the *Below Standard Administrator's* practice is negligible in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.	The *Below Standard Administrator* is unable to provide evidence of acceptable practice across some or all of the emphasized expectations. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will include a consideration of the progress towards goals within a support plan. Continued struggle with the expectations of this component may lead to a determination that the administrator is "ineffective". The Below Standard Administrator is unable to provide ***evidence that his/her practice benefits teaching and learning*** within his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will include a consideration of the progress towards goals within a support plan. The struggle with the expectations of this component may lead to a determination that the administrator is "ineffective."	All evaluation components -- including the quality of the self-reflection -- converge to warrant a conclusion that the employee's practice is below the standard expected of an E/R/9 administrator. Goals and observations will reflect the performance expectations of the ***CT Common Core of Leadership***. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The *Below Standard Administrator* is unable to provide evidence of acceptable practice across some or all of the emphasized expectations. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will include a consideration of the progress towards goals within a support plan. Continued struggle with the expectations of this component may lead to a determination that the administrator is "ineffective."

PEER PRACTICE COACH ROLE DESCRIPTION
(for annual posting)

Charge

The Peer Practice Coach – an integral feature of E/R/9's Teacher Evaluation and Support Plan -- is charged with assisting colleagues in developing their craft and building a an affirmative professional culture. In response to teacher request, the PPC will address this charge through the *Review of Practice* (as defined below). Additionally, it is expected that PPCs will be involved in ongoing mentoring relationships as well as other relationships that strengthen professional bonds. In no instance will the PPC participate in any *commonly understood evaluative activity.*

A *Review of Practice* is defined as a:

- "Professional Dialogue" or "Group Exchange" explicitly tied to at least one element of the 21st Century CCT/CLASS/2010 CCT and/or an identified "focus area of practice."
    - "Dialogue" may be between teacher and evaluator or teacher and Peer Practice Coach
    - "Group Exchange" must be facilitated by evaluator and/or Peer Practice Coach
    - Dialogue or Exchange must be:
        - Substantive
        - Documented as to 21st Century CCT/CLASS/2010 CCT Domain/Indicator and/or Focus Area at issue
        - Documentation to be attached to Summative

Evaluation Necessary and Desired Qualifications

- Possess tenure within E/R/9.
- Have a history of classroom observations and summative annual reports that support effective or exemplary teaching in Domains 1-5 of the 21st Century Common Core of Teaching/CLASS/2010 CCT.
    - Domain 1: Content and Essential 21st Century Skills
    - Domain 2: Learning Environment and Commitment to Learning
    - Domain 3: Planning for Active Learning
    - Domain 4: Instruction for Active Learning
    - Domain 5: Assessment for Active Learning
- Have a history of summative annual reports indicating exemplary fulfillment of Domain 6 --- Professional Responsibilities and Teacher Leadership -- as contained in the 21st Century Common Core of Teaching and in the Connecticut Common Core of Teaching.

- 6.1 – Engaging in individual and collective professional growth that is continuous, purposeful, and designed to improve student learning and achievement as well as contribute to a positive school climate. [21st Century Common Core of Teaching]

- 6.3 – Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate. [Connecticut Common Core of Teaching]

- 6.4 – Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement. [Connecticut Common Core of Teaching]

- Have a history of peer collaboration within E/R/9 that may be demonstrated by successful experience as:

  - a TEAM Mentor
  - a Coach for individuals on Structured Support or Intensive Assistance; and/or
  - an informal Mentor for colleagues; and/or
  - a Team or Instructional

Leader Selection Process

Those interested should submit a letter of application to their building principal no later than May 20th. Applicants will be interviewed by a three member committee consisting of the building principal and two teachers. The Committee will choose up to two (2) PPC per building (three in Barlow). In the event that Committee is unable to reach consensus, the superintendent will make the decision(s).

Additional Information

- A stipend will be negotiated
- Term of Service = 1 year and is renewable