



**Teacher Evaluation
and Support Plan
2018-2019**

WILTON PUBLIC SCHOOLS
TEACHER EVALUATION AND SUPPORT PLAN 2017-18
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Glossary of Acronyms Used

IAGD: Indicator(s) of Academic Growth and Development

An IAGD is the specific evidence, with a quantitative target, that will demonstrate whether the Student Learning Objective was met (p.21).

SLOs: Student Learning Objectives

Objectives are broad goals with high expectations for student learning, pertaining to a large proportion of a teacher's students. Objectives should be aligned to relevant state, national, or district standards for the grade level or course (p.20).

SMART: Strategic, Measurable, Aligned and Attainable, Results-Oriented, Time-bound

All teacher goals should be SMART. Goals are mutually agreed upon and should have a clear link to student achievement and should move the teachers toward Proficient or Exemplary on the CFTES (p.10).

WSTL: Wilton Standards for Teaching and Learning

The WSTL instrument will be used to evaluate educator's performance and practice as required in the Connecticut's Guidelines for Educator Evaluation. The CCT instrument will be used to determine 40% of an educator's summative rating.

INTRODUCTION

The fundamental purpose of the Wilton Public Schools is to set the highest standards of educational excellence and, within this context, enable each student to:*

- achieve their personal best;
- demonstrate character values to function responsibly within our system of self-government;
- develop intellectual curiosity;
- exhibit skills and build a foundation for lifelong learning

The primary purpose of staff appraisal is to promote excellence by celebrating it where it exists and to encourage the continuous improvement of teaching and learning. To ensure the greatest positive growth of each professional staff member, a differentiated approach will be utilized. The plan is intended, in an atmosphere of mutual trust, to maximize student learning, identify staff development needs, and to facilitate the assessment of teacher growth.

THE EVOLUTION OF THE DEFINITION OF EFFECTIVE TEACHING

Since 1981, when Wilton's Teacher Evaluation and Support Plan was first developed, dramatic changes in our society have impacted the requirements on students and teachers; thus, the teaching/learning process has also been affected.

The revised plan seeks to build on and enhance the professional expectations outlined in the original document, and to meet the new State requirements outlined in the Education Reform Bill 12-116. The plan embodies the knowledge, skills, and competencies that teachers will need to ensure that students learn and perform at high levels over the next decade. These standards include foundational skills and competencies common to all teachers, as well as discipline-based standards that represent content-knowledge skills and competencies.

Wilton supports the philosophy behind the Wilton Standards for Teaching and Learning. The WSTL requires teaching to be more than demonstrating a certain set of technical skills. Effective teaching also requires both command of subject matter and caring deeply about students and their success. Effective teaching demonstrates a deep commitment to student achievement and to the belief that all students can attain high levels of achievement commensurate with their ability.

The professional expectations remain comprehensive; the plan continues to embody knowledge, skills and competencies that teachers need to ensure student learning at the highest levels.

*(Board of Education Policy 6120 - adopted October 14, 1999)

EVALUATION PLAN OVERVIEW

An evaluation system that uses multiple sources of information and evidence seeks to achieve a fair, accurate, and comprehensive picture of teachers' performance. The evaluation plan defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school wide student learning (5%). These categories are grounded in research-based, national standards: the Common Core State Standards; as well as Connecticut Standards: the Connecticut Framework K-12 Curricular Goals and Standards; and locally developed curriculum standards.

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

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

- Observation of teacher performance and practice (40%) as defined in the Wilton Standards for Teaching and Learning (WSTL), which articulates seven (7) standards and twenty-seven (27) indicators of teacher performance and practice
- Parent feedback (10%) on teacher practice through surveys

Student Outcomes Related Indicator: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

- Student growth and development (45%) as determined by the teacher's student learning objective (SLO)
- Whole school measure of student learning (5%) are represented by the aggregate rating (45%) for multiple student learning indicators established for the teacher's administrator's evaluation rating.

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

- Exemplary – Substantially exceeding indicators of performance
- Accomplished – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Unsatisfactory – Not meeting indicators of performance

Information regarding summative rating calculations can be found on page 26.

SUPPORT AND DEVELOPMENT

PROFESSIONAL LEARNING

The purpose of professional learning is the continuous improvement of the staff's professional skills to enhance student learning. Activities that promote the improvement of such skills will be continuously available and tailored to meet individual, school, and district needs.

Consistent with the needs of the district, programs of professional learning will be planned annually by the district's Professional Evaluation and Learning (PEAL) Committee. The Committee will use the following information in developing programs:

- Outcomes of the evaluation process as it relates to student learning results
- Observations of professional practices
- Results of stakeholder feedback
- Analysis of data relative to student achievement

In addition to identifying and planning professional learning the committee will:

- Evaluate activities
- Prepare reports for the Board of Education relative to results of activities

Programs and activities will be designed in such a way that budget allocations provided by the Board of Education are utilized effectively and efficiently. These programs may include, but shall not be limited to, the following components:

- The regular dissemination of information regarding relevant college or university courses or workshops, educational conferences and conventions, and schools where promising practices are in effect.
- The provision of late afternoon seminars, mini-courses or courses to meet identified staff needs, sponsored by the building or district either alone or in cooperation with other districts.
- The periodic provision to meet individual and small group staff needs of required workshops or seminars scheduled during the school day, for which release time will be provided.
- The periodic provision throughout the school year of release time for the entire staff to participate in required building and district-wide staff development activities.
- The provision of opportunities for staff members to obtain professional assistance on an individual basis from colleagues within the school system.

CAREER DEVELOPMENT AND GROWTH

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

Examples of such opportunities include, but are not limited to:

- Observation of peers
- Mentoring early-career teachers (TEAM)
- Participation in development of teacher improvement and remediation plans for peers whose performance is developing or below standard
- Leading Professional Learning Communities
- Differentiated career pathways; and focused professional development based on goals for continuous growth and development.
- Participation in Tri-State Consortium

SUPERVISED ASSISTANCE

Supervised assistance is a program of assistance put in place for tenured teachers whose performance is developing or below standard, and/or for those who have been unsuccessful in developing and achieving annual goals, or for those who have been identified as non-performing key components of their job responsibilities. Tenured teachers may be moved to Supervised Assistance at anytime during the school year if learning or performance data related to the reasons listed above require the need to do so. The assistance is meant to be collaborative, intensive or corrective assistance and support for resolving identified areas needing improvement.

The purpose of the supervised assistance is to:

- Ensure job performance (WSTL, annual goals)
- Correct specific performance deficiencies through assistance and focused teacher effort within a specified timeframe
- Provide data for decision making regarding continued employment

All Supervised Assistance plans will be developed by the Assistant Superintendent for Curriculum and Instruction with the teacher, the Wilton Education Association representative, and the administrator who directly supervises the teacher and include all of the following components

- a. Clearly delineated goals for the teacher that specify exactly what the teacher must demonstrate at the conclusion of the Supervised Assistance plan in order to be considered “effective;”
- b. Clearly identified, targeted supports for the teacher which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and meetings, and/or special resources and strategies aligned to the improvement outcomes;
- c. Reasonable timeline for implementing the supports and strategies, resources, and improvements.

During this phase, there is a required minimum of three (3) formal observations with written feedback and two (2) informal observations to be concluded by the midpoint of the plan’s timeline. Progress report meetings will be held at least monthly. Teacher improvement efforts and supervisor support efforts will be documented by April

Ist in a meeting and summative end of year report and/or the end of the specified time period for a specific Supervised Assistance plan whichever comes sooner.

If performance does not improve by the end of the timeline, despite the implementation of targeted supports that are part of the Supervised Assistance plan, the teacher may be deemed “ineffective” and be subject to dismissal.

APPEAL PROCEDURES

In the event that dissatisfaction with the appraisal process cannot be resolved with the appraiser, the following steps may be taken:

- The teacher, and if desired a member of the Professional Evaluation and Learning (PEAL) Committee, may present his or her concerns in writing to the Director of Human Resources and General Administration. The details of the concern should be as specific as possible.
- The Director shall within fifteen (15) working days, meet with the teacher and appraiser for the purpose of resolving the concern and render a written decision with accompanying rationale to the teacher and appraiser.
- If the teacher is dissatisfied with the Director’s decision, he or she may within five (5) working days after receipt of said decision, or after the last day the Director of Human Resources and General Administration’s decision should have been rendered, present his or her concerns in writing to the Superintendent of Schools.
- The Superintendent of Schools shall, within fifteen (15) working days after receipt of the written concern, meet with the teacher and appraiser for the purpose of resolving the concern and render a written decision with accompanying rationale to the teacher and appraiser.
- In cases of termination or non-renewal of contract, the procedures outlined in State Law shall be followed.

EVALUATION AND SUPPORT PLAN TIMELINE

August/September

Review of Plan

- Annual review of the major components of the Wilton Teacher Evaluation and Support Staff Plan, including the timeline for the evaluation process, held during initial building staff meetings.
- Evaluators meet with teachers to discuss the evaluation process and their roles and responsibilities within it. In this meeting they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs).

October

Goal-Setting Meeting

- Annual goal-setting meetings between the evaluator and teacher must be completed no later than October 15th. At the meeting the teacher and evaluator mutually agree on one (1) performance and practice area of focus, one (1) parent feedback goal, and one (1) student learning objectives (SLO) with two (2) accompanying Indicators for Academic Growth and Development (IAGD). The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review.

January/February

Mid-Year Conference

- Evaluator and teacher complete at least one mid-year check-in conference during which they review progress on the teacher's practice goal, student learning objective (SLO), and performance on each to date.
- If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustments to the student learning objective to accommodate changes (e.g. student populations, assignment). They can also discuss actions that the teacher can take and supports the evaluator can provide, to promote teacher growth in his/her development area.

March

Non-tenured Staff Review

- All evaluations of non-tenured staff will be completed by **March 1st**.
- An annual conference of evaluators of non-tenured staff will be held with the Superintendent before April 1st. Any non-tenured teacher whose contract will not be renewed will be notified prior to April 1st.

May/June

End of Year Summative Review and Conference

- Prior to the conference, the teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator.
- The teacher and evaluator meet to discuss and review all evidence and data collected to date and to discuss category ratings.
- Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 30th).

Notes:

Teachers and administrators who are hired mid-year will be provided with an orientation to the evaluation and support plan, including the timeline for the evaluation process, by their primary evaluator during the initial goal-setting meeting.

The mid-year conference may be used as a check-in and goal-setting opportunity for teachers who teach semester courses.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators, one half of the Wilton Teacher Evaluation and Support Plan, evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

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

CATEGORY 1 – 40% TEACHER PERFORMANCE AND PRACTICE

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

The Wilton Standards for Teaching and Learning (WSTL) Instrument (see Appendix E), represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The Standards for Educator Performance and Practice are organized into seven (7) domains, with twenty-seven (27) total components.



ORIENTATION

The Wilton Public Schools Teacher Evaluation and Support Plan will be reviewed in August/September at a faculty meeting in each building. Prior to the meeting, each teacher shall review the Evaluation and Support Plan which is available on the district web site.

It will be the responsibility of the building administration, in consultation with the PEAL Committee, to develop and provide appropriate staff development in staff evaluation and support.

Particular attention will be given to ensure that teachers new to the school district are thoroughly familiar with the appraisal program.

AREA OF FOCUS SETTING

Teachers develop one practice and performance area of focus that is aligned to the Standards for Teaching. This provides an area of focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to mutually agree upon a practice and performance area of focus. All areas of focus should have a clear link to student achievement and should move the teachers towards Accomplished or Exemplary on the Standards for Teaching and Learning. Schools may decide to create a school-wide area of focus aligned to a particular component that all teachers will include as their area of focus.

Progress towards the area of focus and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. The area of focus and action steps should be formally discussed during the mid-year conference and the end-of-year conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, progress on the area of focus will be reflected in the scoring of Teacher Performance and Practice evidence.

GOAL SETTING DISPUTE RESOLUTION PROCESS

If the teacher and the teacher's assigned appraiser cannot agree on the teacher's annual goals, the following steps shall be taken:

1. All reasonable efforts to collaboratively resolve the disagreement shall be pursued, including consultation with Instructional Leaders and colleagues.
2. If no resolution is obtained, the following procedure will govern: the issue will be submitted to a panel for resolution. The panel shall be comprised of an administrator (other than the assigned appraiser and chosen by the assigned appraiser), a Wilton colleague or WEA representative (chosen by the teacher) and a third party who will proceed from a neutral perspective. The third panel member will be mutually approved by the teacher and the assigned appraiser (which approval shall not be unreasonably withheld), and will be selected from the following list:
 - Assistant Director of Special Services
 - Director of Special Services
 - Director of Human Resources and General Administration
 - Director of Technology

OBSERVATION PROCESS

The number of observations and the nature of evaluations vary according to the teacher's level of experience and tenure status. Tenured teachers who are rated Exemplary or Accomplished will conduct a Unit of Instruction every four (4) years. Non-tenured teachers will conduct a Unit of Instruction during either their second or third year of employment depending upon their previous tenured status. While the following chart outlines the differentiated plan for teacher observations and conferences, the evaluators may determine if additional observations—either scheduled or unscheduled—are needed.

Levels of Teaching Experience in Wilton	Minimum Number of Formal In-Class Observations +	Minimum Number of Informal In-Class Observations/ Review of Practice	Observation Deadlines	Goal Setting Conference Deadline	Mid- Year Conference Deadline	End of Year Conference Deadline
<u>Non-tenured Teachers</u>						
Year 1 & Year 2	3	1/1	First: Oct 31 Second: Dec 15 Third: Mar 1	Oct. 15	Feb 15	May 31
Year 3	1	3/1	Completed during minimum 2 weeks of unit of instruction	Oct. 15	Feb 15	May 31
Year 4	1	2/1	First: Oct 31 Second: Dec 15 Third: Mar 1	Oct. 15	Feb 15	May 31
<u>Tenured Teachers</u>						
Levels of Teaching Performance	Minimum Number of Formal In-Class Observations +	Minimum Number of Informal In-Class Observations/ Review of Practice*	Observation Deadlines	Goal Setting Conference Deadline	Mid- Year Conference Deadline	End of Year Conference Deadline
Exemplary or Accomplished Year 1, 2, and 3	-	3/1	First: Oct 31 Second: Feb 15 Third: May 1	Oct. 15	March 1	May 31
Exemplary or Accomplished Year 4 Unit of Instruction	1	3/1	Completed during minimum 2 weeks of unit of instruction	Oct. 15	March 1	May 31
Developing or Unsatisfactory	3	1/1	First: Oct 31 Second: Dec 15 Third: Mar 1	Oct. 15	Feb 15	May 31

**Reviews of Practice* may include: observations in data team meetings; observations of coaching/mentoring other teachers; review of lesson plans or other teaching artifacts; PPT meetings; grade level meetings; professional development meetings; team meetings; PLC's; parent meetings; district committee meetings.

+ *Formal In-Class Observations* must include: a pre-conference, a post-conference and timely feedback both written and verbal.

Formal Observations: Formal observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. During the observation, the evaluator observes the teacher according to the components described in the Wilton Standards for Teaching and Learning. Recognizing that every lesson taught may not contain demonstrations of every component, the observer rates only the components that are observed during the lesson.

Informal Observations: Informal observations that last at least 10 minutes and are followed by written and/or verbal feedback.

In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, informal observations may be a combination of announced and unannounced.

Unit of Instruction: A Unit of Instruction is a series of lessons that are created around a central theme, topic or content standard and are typically taught over a minimum two-week period.

Units of Instruction will occur for tenured teachers with a previous school year evaluation rating of Exemplary or Accomplished every four (4) years. For non-tenured teachers, a unit of instruction will occur during their third year of employment for teachers not currently tenured in another Connecticut school district and during their second year of employment for teachers with tenure in another Connecticut school district. During the Unit of Instruction evaluation phase teachers will be observed both formally and informally during instruction of the unit lessons. Prior to a teacher's observations during a Unit of Instruction, a pre-conference must be held to review the entire Unit of Instruction. All timelines regarding observation protocols (feedback, post conferences, etc.) are the same.

PRE- AND POST-CONFERENCES

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

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

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within five (5) school days of the observation.

NON-CLASSROOM REVIEWS OF PRACTICE

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

UNIT OF INSTRUCTION PROCESS

The timeframe and process for the unit, the timing of the formal observation within the unit, the dates when meetings take place/ written documents are produced are intended to be flexible and responsive to diverse teaching environments.

1. Meeting to discuss unit of instruction

When: Prior to the unit being implemented

Purpose: Discuss unit focus, linkage to curriculum, timing and student population; gather evidence of teacher planning skills; conduct pre-observation conference; arrange dates for formal observation and post-observation conference.

2. Formal observation

When: During unit of instruction

Purpose: Gather evidence of teacher skill in implementing instruction; gather evidence of teacher skill in designing and assessing student work

3. Informal observation

When: During unit of instruction

Purpose: Gather evidence of teacher skill in implementing instruction and designing and assessing student work

4. Unit of Instruction – End of Unit Conference

When: Within five (5) school days of completion of unit

Purpose: Discuss questions in teacher's end of unit reflection, examine student work from the unit and gather evidence of teacher reflection

5. Unit of Instruction – End of Unit Feedback

When: Within ten (10) school days of the End of Unit conference

Purpose: Provide feedback to teacher on her/his performance in the areas of planning, implementation, assessment and analysis as related to the Wilton Teacher Evaluation and Support Plan.

FEEDBACK

All observations should be followed by feedback, either verbal (e.g., a post-conference, unscheduled or informal conversation) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within ten (10) school days of an observation. All observations must have written feedback provided to the teacher by the end of the school year.

The goal of feedback is to help teachers grow as educators and effectively meet the varying needs of each student. With this in mind, evaluators should be clear and direct in presenting their comments in a way that is supportive and constructive. Feedback should include:

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

TEACHER PERFORMANCE AND PRACTICE SCORING

INDIVIDUAL OBSERVATIONS

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the WSTL components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., The teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., The teacher asks good questions.). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

SUMMATIVE OBSERVATION OF TEACHER PERFORMANCE AND PRACTICE RATING

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. The final teacher performance and practice rating will be determined by the evaluator as indicated below (and on pages 24 – 25):

1. The evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses his/her professional judgment to determine ratings for each of the indicators/components.
2. The evaluator then holistically scores each standard/domain.
3. The evaluator then holistically determines an overall Observation of Teacher Performance and Practice score.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the indicators/components. Some questions to consider while analyzing the evidence include:

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

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

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

The summative Teacher Performance and Practice rating and the component ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be followed in advance of the mid-year conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

CATEGORY #2: Parent Feedback (10%)

Feedback from parents collected during the administration of the School Climate Survey will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the Wilton Teacher Evaluation and Support Plan.

The School Climate Surveys will be developed at each building with input from both school administrators and school staff to ensure alignment with the school's improvement goals.

Administration of a Whole-School Parent Survey

The parent survey will be conducted at the whole-school level and will be aggregated at the school level to ensure adequate response rates from parents.

The parent survey will be conducted electronically and responses will be kept confidential. The survey will also demonstrate fairness, reliability, validity and will provide useful feedback to the district. The parent survey will be administered every Spring and the trends will be analyzed from year-to-year.

Selecting a Parent Engagement Goal and Improvement Targets

Teachers will determine through consultation and mutual agreement with their evaluators, one (1) related parent goal they would like to pursue as part of their evaluation. Possible goals include: improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will then set one (1) improvement target related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure that the improvement target is attainable.

Measuring Progress on Growth Targets

There are two ways a teacher can measure and demonstrate progress on their growth target. A teacher can:

- measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or
- collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement target. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal (+101%)	Met the goal (100-90%)	Partially met the goal (89%-80%)	Did not meet the goal (79% or less)

STUDENT RELATED INDICATORS

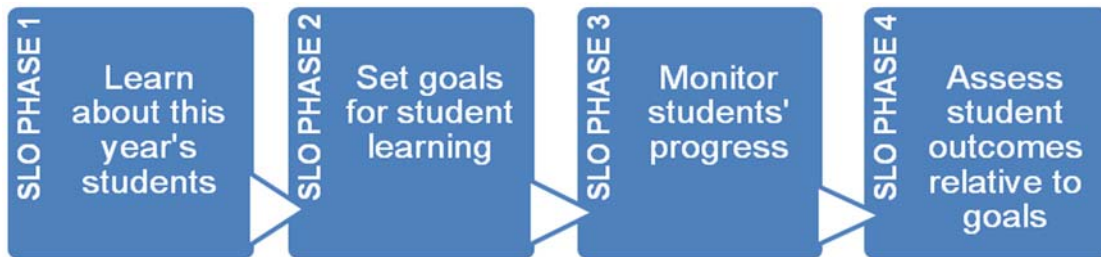
The Student Related Indicators, one half of the Wilton Teacher Evaluation and Support Plan, is an evaluation of teachers' contribution to student academic progress, at the school and classroom level. It is comprised of two categories:

- **Student growth and development, which counts for 45%**
- **Whole School Learning indicator, which counts for 5%**

CATEGORY #3 – STUDENT OUTCOMES/ACHIEVEMENT (45%)

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

Student Learning Objectives in the Wilton Teacher Evaluation and Support Plan will support teachers in using a planning cycle that will be familiar to most educators:



The four SLO phases are described in detail below:

SLO PHASE 1:
Learn about this year's students

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

SLO PHASE 2:
Set SLO (goal for learning)

Each teacher will write one (1) Student Learning Objective (SLO). The one (1) SLO will represent 45% of the student outcomes/achievement portion of the evaluation plan.

To create the SLO, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective

The objective will be a broad goal for student learning. The goal should address:

- a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students.
- high expectations for student learning – at least a year’s worth of growth (or a semester’s worth for shorter courses)

The objective should be aligned to relevant state, national (e.g. common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level), or it might aim for skill development (more likely at the elementary level or in arts classes).

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

The following are examples of Student Learning Objectives based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

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

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target that will demonstrate whether the objective was met. The SLO must include two (2) IAGDs.

The IAGD should answer these questions:

- What evidence will be examined?
- What level of performance is targeted?
- What proportion of students is projected to achieve the targeted performance level?

Indicators can also address student subgroups such as high- or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which students. The template for Setting SMART Goals should be referenced as a resource for setting the SLO/IAGD. (See Appendix B)

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

Taken together, an SLO’s indicators, if achieved, would provide evidence that the objective was met. The chart below provides examples of indicators that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ▫ Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ▫ Students who scored a 2-4 will score 8 or better. ▫ Students who scored 5-6 will score 9 or better. ▫ Students who scored 7 will score 10 or better <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ▫ 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real- world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ▫ 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ▫ 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▫ 40 students who score 30-49 will increase by 15 points. ▫ 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ▫ Grade 1- Expected outcome- Level 14-16 ▫ Grade 2- Expected outcome- Level 22-24 <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 3: Provide Additional Information

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD.

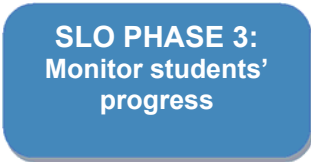
Step 4: Submit SLO to Evaluator for Approval

The SLO is a proposal until the evaluator approves it. While teachers and evaluators will confer during the goal-setting process to select mutually agreed-upon SLO, ultimately the evaluator must formally approve the SLO proposal.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten (10) days.

SLO Approval Criteria

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



Phase 3

Once the SLO is approved, teachers should monitor students' progress towards the objective. They can for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLO should be adjusted during the mid-year conference between the evaluator and the teacher.

**SLO PHASE 4:
Assess student
outcomes relative
to SLOs**

Phase 4

At the end of the school year, the teacher should collect the evidence required by their indicator and submit it to their evaluator.

Evaluators will review the evidence and assign one of four ratings to the SLO:

Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point).

These ratings are defined as follows:

Exceeded (4)	All or most students (100 – 95%) met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students (94-90%) met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students (89-80%) met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students (79% or less) met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

WHOLE-SCHOOL LEARNING INDICATOR – 5%

A teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator’s evaluation rating. For most schools, this will be based on the administrator’s progress on SLO targets, which correlates to the Student Learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).

For example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicators
If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...	Teachers evaluated by that administrator receive a final summative rating of proficient (3) for the Whole-School Student Learning Indicator (5%) rating.

Evaluators will review the evidence and assign one of four ratings to each SLO:

Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point).

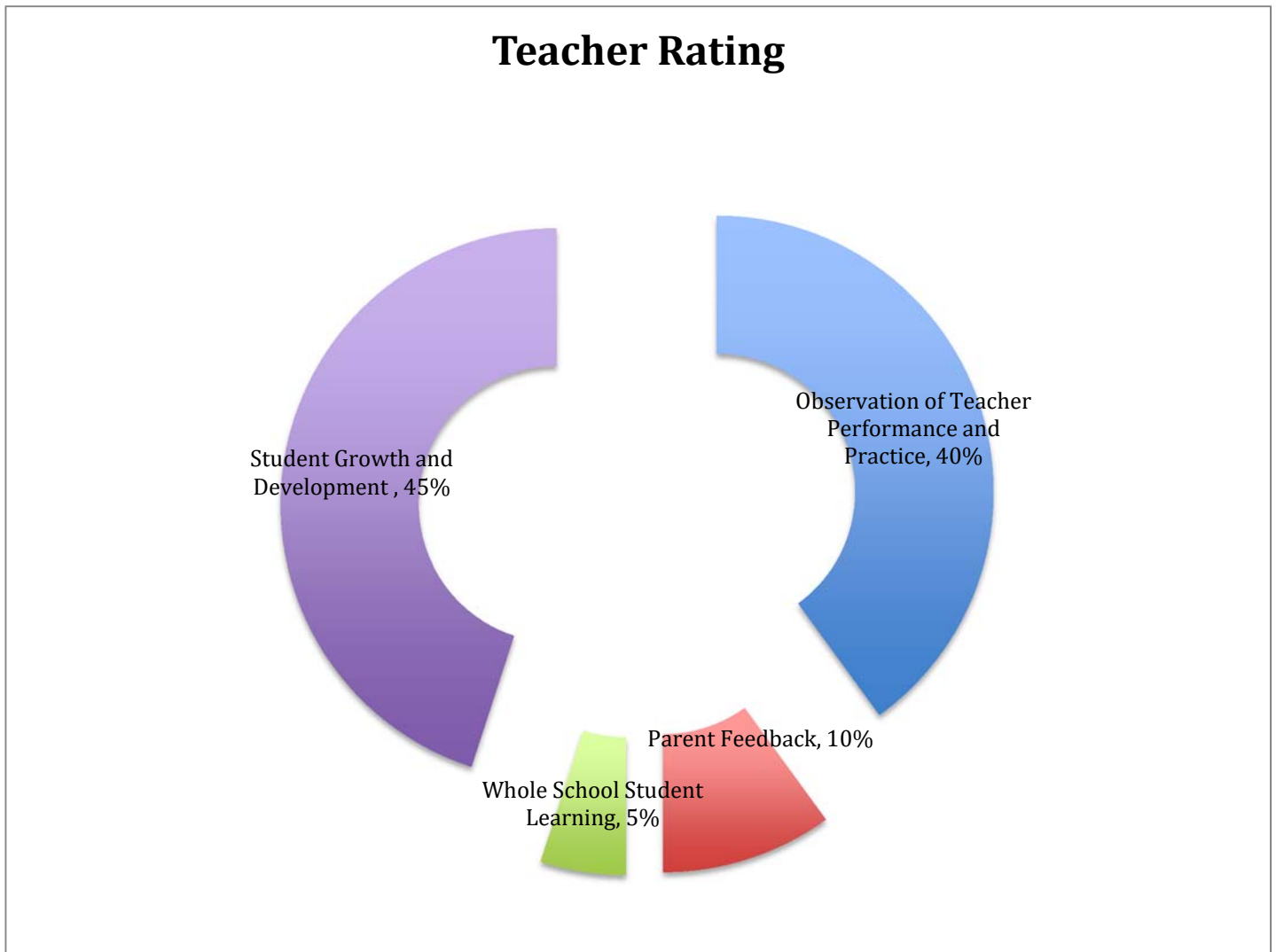
These ratings are defined as follows:

Exceeded (4 points)	All or most of the students (100-95%) met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students (94-90%) met the target(s) contained in the indicator(s) within a few points on either side of the target(s).
Partially Met (2)	Many students (89-80%) met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students (79% or less) met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

NOTE: If the Whole-School Student Learning rating is not available when the summative rating is calculated, then Student Growth and Development score will be weighted 50 and Whole-School Student Learning will be weighted 0. However, once the data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15th.

SUMMATIVE TEACHER EVALUATION AND SUPPORT PLAN SCORING

The individual summative teacher evaluation rating will be based on the three categories of performance grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Unsatisfactory – Not meeting indicators of performance

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score.
2. Calculate a Student Outcomes Related Indicators score.
3. Use Summative Matrix to determine Summative Rating.

Each step is illustrated below:

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

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

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Rating	2.0	40	80
Parent Feedback	3	10	30
Total			110

RATING TABLE

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Unsatisfactory
81-126	Developing
127-174	Accomplished
175-200	Exemplary

- Calculate a Student Outcomes Related Indicators rating by determining the Student Growth and Development score.

The student growth and development category counts for 50% of the total rating. Simply multiply the weight by the category score to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth & Development (SLO)	3.5	45	157.5
Whole School Learning Indicator	4	5	20
Total			177.5

RATING TABLE

Student Related Indicators Points	Student Related Indicators Rating
50-80	Unsatisfactory
81-126	Developing
127-174	Accomplished
175-200	Exemplary

- Use the Summative Matrix to determine Summative Rating

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

Summative Ratings must be completed for all teachers by June 30th of a given school year.

	Overall Practice Rating				
Overall Outcomes Rating		Exemplary	Accomplished	Developing	Unsatisfactory
	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Developing
	Unsatisfactory	Gather Further Information	Developing	Developing	Unsatisfactory

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

Wilton Public Schools defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one.

- Novice teachers shall generally be deemed effective upon receiving at least two sequential “accomplished” ratings, one of which must be earned in the fourth year of a novice teacher’s career.
- An “unsatisfactory” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “accomplished” ratings in years three and four. The Superintendent shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.
- A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential “developing” ratings or one “unsatisfactory” rating at any time.

ENSURING FAIRNESS AND ACCURACY: EVALUATOR TRAINING, MONITORING AND AUDITING

- All evaluators are required to complete training on the evaluation model. The school district will provide administrators with training opportunities and tools throughout the year to support district administrators and evaluators.

Appendix A: Rubric Correlation

Rubric Correlation	
CCT Rubric for Effective Teaching (2014)	Wilton Standards for Teaching and Learning Rubric (2014)
<p>DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p>Learning Standard A: Cognitive Engagement - Making Connections, Reflecting on Performance, Using Creativity and Imagination</p> <p>Learning Standard C: Student Work - Progression in Competence</p> <p>Teaching Standard C1: Instruction - Organized and Well-Managed</p> <p>Teaching Standard C2: Instruction - Affirming</p>
<p>DOMAIN 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>	<p>Learning Standard C: Student Work - Authentic, Reflect Higher Order Thinking</p> <p>Teaching Standard A: Content - Well-Articulated, Challenging</p> <p>Teaching Standard B: Assessment - Clear, Relevant, Designed for Success</p> <p>Teaching Standard D1: Professional Responsibilities - Planning</p>
<p>DOMAIN 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p>Learning Standard A: Cognitive Engagement - Making Connections, Reflecting on Performance, Using Creativity and Imagination</p> <p>Learning Standard B: Discourse – Accountable, Broad in Scope, Balanced</p> <p>Learning Standard C: Student Work – Authentic, Reflect Higher Order Thinking, Progression in Competence</p> <p>Teaching Standard A: Content - Well-Articulated, Challenging, Differentiated</p> <p>Teaching Standard B: Assessment – Clear, Relevant, Designed for Success</p> <p>Teaching Standard C1: Instruction - Organized and Well-Managed, Coherent and Structured</p> <p>Teaching Standard C2: Instruction - Clear, Conspicuous and Effective, Affirming, Flexible and Responsive</p>
<p>DOMAIN 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	<p>Teaching Standard D1: Professional Responsibilities – Planning, Reflection, Collaboration, Professional Growth</p> <p>Teaching Standard D2: Professional Responsibilities - Contributes to School Community, Performance of Duties, Code of Professional Responsibilities</p>

APPENDIX B:

RUBRICS

Grades K-2 Classroom Teacher Rubric

Learning Standard A: Cognitive Engagement

Students are deeply engaged in learning. They value their work and the power of ideas by making connections, reflecting on their performance, and using creativity and imagination.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
MAKING CONNECTIONS	Students are able to independently explain the purpose for the intended learning and to explain how the intended learning connects to personal experiences and to prior learning.	With minimal teacher assistance, students are able to explain the purpose for the intended learning and to explain how the intended learning connects to personal experiences and to prior learning.	With teacher assistance, students demonstrate a basic understanding of the purpose of the intended learning and how it connects to relevant situations in their own lives and/or to prior learning.	Students do not demonstrate a basic understanding of the purpose of the intended learning and how it connects to relevant situations in their own lives and/or to prior learning.
REFLECTING ON PERFORMANCE	Students independently engage in self-assessment of their performance, set realistic and relevant goals, and with teacher assistance adjust their approach to learning.	With minimal teacher assistance, students generally engage in self-assessment of their performance, set realistic and relevant goals, and with teacher assistance adjust their approach to learning.	With teacher assistance, students sometimes engage in self-assessment of their performance, set realistic and relevant goals, and adjust their approach to learning.	Students do not engage in self-assessment of their performance, set realistic and relevant goals, and/or adjust their approach to learning.
USING CREATIVITY AND IMAGINATION	Students independently generate original or unexpected ideas, especially in the context of problem-solving.	With minimal teacher assistance, students usually generate original or unexpected ideas, especially in the context of problem-solving.	With teacher assistance, students occasionally generate original or unexpected ideas, especially in the context of problem-solving.	Students do not generate original or unexpected ideas, especially in the context of problem-solving.

Grades K-2 Classroom Teacher Rubric

Learning Standard B: Discourse

Classroom discussion promotes deep understanding and higher order thinking. Student dialogue is accountable, broad in scope, and balanced.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
ACCOUNTABLE	Discussion consistently involves student talk that is accurate and relevant. Students provide evidence to support their arguments and ideas.	Most of the discussion involves student talk that is accurate and relevant. Students provide some evidence to support their thinking.	Discussion involves student talk that is directed to the teacher and reflects some accuracy and relevance. Students do not provide evidence for their thinking.	Discussion involves student talk that is generally not on topic, and is limited to single-word responses or incomplete sentences. Students do not provide evidence for their thinking.
BROAD IN SCOPE	Discussion regularly involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.	Discussion mostly involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.	Discussion occasionally involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.	Discussion does not involve looking beyond the details toward the more general aspects of the issue, and does not connect facts and skills to generalizations, concepts, and strategies.
BALANCED	There is frequent student-to-student dialogue, and students generally share responsibility with the teacher for directing and facilitating non-biased discussions.	There is some student-to-student dialogue, and students sometimes share responsibility with the teacher for directing and facilitating non-biased discussions.	There is some student-to-student dialogue, and students generally do not share responsibility for directing and facilitating discussions. Discussions are usually not biased toward one viewpoint.	There is little student-to-student dialogue. Discussions tend to be biased toward one viewpoint.

Grades K-2 Classroom Teacher Rubric

Learning Standard C: Student Work

Student work involves construction of knowledge through disciplined inquiry. Products and performances are authentic, reflect high order thinking, and demonstrate progression in competence.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
AUTHENTIC	Products and performances consistently involve issues, problems, or questions that have significance beyond the school and classroom.	Products and performances frequently involve issues, problems, or questions that have significance beyond the school and classroom.	Products and performances sometimes involve issues, problems, or questions that have significance beyond the school and classroom.	Products and performances do not involve issues, problems, or questions that have significance beyond the school and classroom.
REFLECT HIGHER ORDER THINKING	With few exceptions, products and performances involve analysis, interpretation, synthesis, and evaluation, and rarely involve reproduction of knowledge in previously stated forms.	Products and performances usually involve analysis, interpretation, synthesis, and evaluation, and there is little emphasis on reproduction of knowledge in previously stated forms.	Some products and performances involve analysis, interpretation, synthesis, and evaluation, but there is still some emphasis on reproduction of knowledge in previously stated forms.	Products and performances do not involve analysis, interpretation, synthesis, and evaluation, but rather involve reproduction of knowledge in previously stated forms.
PROGRESSION IN COMPETENCE	Products and performances indicate an impressive movement toward independence and proficiency, and reflect remarkable persistence and pride.	Products and performances indicate considerable movement toward independence and proficiency, and reflect a great deal of persistence and pride.	Products and performances indicate a modest movement toward independence and/or proficiency, and reflect some persistence and/or pride.	Products and performances do not indicate any movement toward independence or proficiency, and do not reflect persistence or pride.

Grades K-2 Classroom Teacher Rubric

Teaching Standard A: Content

The teacher has sufficient command of content knowledge and discipline-specific pedagogy to guide student learning. The content is well-articulated, challenging, and differentiated.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
WELL-ARTICULATED	Content is fully aligned with the CCSS, always reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is entirely organized around big ideas and/or essential questions.	Content is substantively aligned with the CCSS, usually reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is mostly organized around big ideas and/or essential questions.	Content is sufficiently aligned with the CCSS, reasonably reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is adequately organized around big ideas and/or essential questions.	Content is not aligned with curriculum objectives, does not reflect accurate and current disciplinary concepts, structure, and methods of inquiry, and is not organized around big ideas and/or essential questions.
CHALLENGING	Content demands substantial cognitive effort, and in all cases is designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.	Content usually demands cognitive effort, and is mostly designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.	Content demands some cognitive effort, and is somewhat designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.	Content does not demand cognitive effort, and is not designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.
DIFFERENTIATED	Content regularly and routinely provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.	In most cases content provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.	At times content provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.	Content does not provide multiple means for representation, expression, and engagement for students with diverse learning styles, or for those who need differing levels of complexity.

Grades K-2 Classroom Teacher Rubric

Teaching Standard B: Assessment

The teacher uses valid assessment practices to measure and report progress and to promote learning. Formative and summative assessments are clear, relevant, and designed for success.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
CLEAR	Formative and summative assessments always involve criteria/rubrics and models/exemplars, and they are provided in advance of instruction at all times. Students are routinely involved in the creation of assessment criteria.	Formative and summative assessments frequently involve criteria/rubrics and models/exemplars, and they are usually provided in advance of instruction. Students are sometimes involved in the creation of assessment criteria.	Formative and summative assessments occasionally involve criteria/rubrics and models/exemplars, and they are sometimes provided in advance of instruction. Students are not often involved in the creation of assessment criteria.	Formative and summative assessments do not involve criteria/rubrics and models/exemplars, and/or they are not provided in advance of instruction. Students are not involved in the creation of assessment criteria.
RELEVANT	Formative and summative assessments are regularly and routinely used to frame meaningful, authentic performance goals.	Formative and summative assessments are often used to frame meaningful, authentic performance goals.	Formative and summative assessments are sometimes used to frame meaningful, authentic performance goals.	Formative and summative assessments are never used to frame meaningful, authentic performance goals.
DESIGNED FOR SUCCESS	In all instances, the teacher assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.	The teacher generally assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.	The teacher occasionally assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.	The teacher does not assess before teaching, offer differentiated assessment choices, provide feedback early and often, encourage students to self-assess and set goals, or allow new evidence of learning to replace old evidence.

Grades K-2 Classroom Teacher Rubric

Teaching Standard C1: Instruction

The teacher designs, initiates and supports effective learning experiences. The classroom is organized and well-managed, and the instructional activities are coherent and structured.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
ORGANIZED AND WELL-MANAGED	Students independently facilitate and engage in orderly, efficient and well-coordinated use of time, space, human and material resources, and classroom procedures/routines. There is no disruptive behavior on the part of students that impacts the amount of time devoted to learning.	There is extensive evidence of orderly, efficient and well-coordinated use of time, space, human and material resources, and classroom procedures/routines. There is infrequent disruptive behavior on the part of students that impacts the amount of time devoted to learning.	There is sufficient evidence of orderly, efficient and well-coordinated use of time, space, human and material resources, and classroom procedures/routines. Disruptive behavior on the part of students at times impacts the amount of time devoted to learning.	There is little to no evidence of orderly, efficient and well-coordinated use of time, space, human and material resources, and classroom procedures/routines. Disruptive behavior on the part of students frequently impacts the amount of time devoted to learning.
COHERENT AND STRUCTURED	All of the instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and connect the parts to the whole.	Most of the instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and/or connect the parts to the whole.	Some of the instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and/or connect the parts to the whole.	The instructional activities are not related to the learning objectives, are not grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and/or do not connect the parts to the whole.

Grades K-2 Classroom Teacher Rubric

Teaching Standard C2: Instruction

The teacher designs, initiates and supports effective learning experiences. The teacher uses methods that are clear, conspicuous, effective, affirming, flexible and responsive.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
CLEAR, CONSPICUOUS AND EFFECTIVE	The teacher's communication is completely free from ambiguity or uncertainty, and the strategies/ techniques used are entirely research-based, explicit, and bring about the desired result.	The teacher's communication is typically free from ambiguity or uncertainty, and most of the strategies/ techniques used are research-based, explicit, and bring about the desired result.	The teacher's communication is sometimes ambiguous or creates uncertainty, and some of the strategies/techniques used are not research-based and/or explicit, or they do not consistently bring about the desired result.	The teacher's communication is ambiguous or creates uncertainty, and/or the strategies/techniques used are not research-based, not explicit, and do not bring about the desired result.
AFFIRMING	The teacher's methods always create and sustain a learning environment that is safe, respectful, and encouraging. Students independently assume a significant role in promoting a respectful learning environment.	The teacher's methods frequently create and sustain a learning environment that is safe, respectful, and encouraging.	The teacher's methods basically create and sustain a learning environment that is safe, respectful, and encouraging.	The teacher's methods do not create and sustain a learning environment that is safe, respectful, and encouraging.
FLEXIBLE AND RESPONSIVE	The teacher's methods are consistently differentiated. They anticipate and address student misconceptions/errors, and are constantly monitored and adjusted based on student performance.	The teacher's methods are often differentiated. They usually anticipate and address student misconceptions/ errors, and are frequently monitored and adjusted based on student performance.	The teacher's methods occasionally are differentiated. They sometimes anticipate and address student misconceptions/errors, and at times are monitored and adjusted based on student performance.	The teacher's methods are not differentiated. They do not anticipate and address student misconceptions/ errors, and are not monitored and adjusted based on student performance.

Grades K-2 Classroom Teacher Rubric

Teaching Standard D1: Professional Responsibilities

The teacher demonstrates professionalism through effective planning, reflection, collaboration, and professional growth.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
PLANNING	Unit and lesson plans exceed district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.	Unit and lesson plans are well designed in terms of content, assessment, and instruction, and they conform to district expectations.	Some aspects of unit and lesson plans are well designed in terms of content, assessment, and instruction, and they mostly conform to district expectations.	Unit and lesson plans are not well designed in terms of content, assessment, and instruction, and they do not conform to district expectations.
REFLECTION	Reflections on personal and collective practice identify strengths and concerns, reasons for and alternatives to unsuccessful teaching, and professional learning needs.	Reflections on personal practice accurately identify strengths and concerns, alternatives to improve unsuccessful teaching, and professional learning needs.	Reflections on personal practice imprecisely identify strengths and concerns, alternatives to improve unsuccessful teaching, and/or professional learning needs.	Reflections on personal practice do not identify strengths and concerns, alternatives to improve unsuccessful teaching, and professional learning needs.
COLLABORATION	Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.	Actively participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.	Participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.	Does not participate with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.
PROFESSIONAL GROWTH	Assumes a leadership role in designing and delivering required professional learning, and proactively identifies and pursues individual and team professional growth goals and opportunities.	Participates in required professional learning opportunities, and identifies and pursues individual professional growth goals and opportunities.	Participates in required professional learning opportunities, but requires assistance in identifying and pursuing individual professional growth goals and opportunities.	Does not participate in required professional learning opportunities, and does not identify and pursue individual professional growth goals and opportunities.

Grades K-2 Classroom Teacher Rubric

Teaching Standard D2: Professional Responsibilities

The teacher contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.

INDICATORS	PERFORMANCE CONTINUUM	
	ACCOMPLISHED	UNSATISFACTORY
CONTRIBUTES TO SCHOOL COMMUNITY	<p>Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</p>	<p>Does not take an active role in the school community through participation in school/district events and/or initiatives.</p>
PERFORMANCE OF DUTIES	<p>Has good attendance.</p> <p>Maintains accurate records.</p> <p>Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>	<p>Does not have good attendance.</p> <p>Does not maintain accurate records.</p> <p>Does not comply with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>
CODE OF PROFESSIONAL RESPONSIBILITIES	<p>Actions are consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.</p>	<p>Actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.</p>

Grades 3-12 Classroom Teacher Rubric

Learning Standard A: Cognitive Engagement

Students are deeply engaged in learning. They value their work and the power of ideas by making connections, reflecting on their performance, and using creativity and imagination.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
MAKING CONNECTIONS	Students independently demonstrate an exceptional understanding of the relationship of current learning to other learning, to 'big ideas', and to real life experiences.	With minimal teacher assistance, students often demonstrate a good understanding of the relationship of current learning to other learning, to 'big ideas', and/or to real life experiences.	With teacher assistance, students demonstrate a basic understanding of the relationship of current learning to other learning, to 'big ideas', and/or to real life experiences.	Students do not demonstrate an understanding of the relationship of current learning to other learning, to 'big ideas', or to real life experiences.
REFLECTING ON PERFORMANCE	Students independently and routinely engage in self-assessment of their performance, set performance goals, and adjust their approach to learning.	With minimal teacher assistance, students generally engage in self-assessment of their performance, set performance goals, and adjust their approach to learning.	With teacher assistance, students sometimes engage in self-assessment of their performance, set performance goals, and adjust their approach to learning.	Students do not engage in self-assessment of their performance, set performance goals, and/or adjust their approach to learning.
USING CREATIVITY AND IMAGINATION	Students consistently and independently generate original or unexpected ideas, especially in the context of problem-solving.	With minimal teacher assistance, students usually generate original or unexpected ideas, especially in the context of problem-solving.	With teacher assistance, students occasionally generate original or unexpected ideas, especially in the context of problem-solving.	Students do not generate original or unexpected ideas, especially in the context of problem-solving.

Grades 3-12 Classroom Teacher Rubric

Learning Standard B: Discourse

Classroom discussion promotes deep understanding and higher order thinking. Student dialogue is accountable, broad in scope, and balanced.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
ACCOUNTABLE	Discussion consistently involves responding to and further developing what others have said, putting forth and requiring knowledge that is accurate and relevant, and using evidence appropriate to the discipline.	Much of the discussion involves responding to and further developing what others have said, putting forth and requiring knowledge that is accurate and relevant, and/or using evidence appropriate to the discipline.	At times discussion involves responding to and further developing what others have said, putting forth and requiring knowledge that is accurate and relevant, and/or using evidence appropriate to the discipline.	Discussion does not involve responding to or further developing what others have said, it does not put forth and require knowledge that is accurate and relevant, and/or it does not use evidence appropriate to the discipline.
	Discussion regularly and routinely involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.	Discussion mostly involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.	Discussion occasionally involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.	Discussion does not involve looking beyond the details toward the more general aspects of the issue, and it does not connect facts and skills to generalizations, concepts, and strategies.
BALANCED	There is extensive student- to- student dialogue, and students share substantial responsibility with the teacher for directing and facilitating non-biased discussions.	There is frequent student- to- student dialogue, and students generally share responsibility with the teacher for directing and facilitating non-biased discussions.	There is some student-to- student dialogue, and students sometimes share responsibility with the teacher for directing and facilitating discussions. Some discussions are not biased toward one viewpoint.	There is no student-to- student dialogue, and students do not share responsibility with the teacher for directing and facilitating discussions. Discussions tend to be biased toward one viewpoint.

Grades 3-12 Classroom Teacher Rubric

Learning Standard C: Student Work

Student work involves construction of knowledge through disciplined inquiry. Products and performances are authentic, reflect high order thinking, and demonstrate progression in competence.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
AUTHENTIC	Products and performances consistently involve issues, problems, or questions that have significance beyond the school and classroom.	Products and performances frequently involve issues, problems, or questions that have significance beyond the school and classroom.	Products and performances sometimes involve issues, problems, or questions that have significance beyond the school and classroom.	Products and performances do not involve issues, problems, or questions that have significance beyond the school and classroom.
REFLECT HIGHER ORDER THINKING	With few exceptions, products and performances involve analysis, interpretation, synthesis, and evaluation, and rarely involve reproduction of knowledge in previously stated forms.	Products and performances usually involve analysis, interpretation, synthesis, and evaluation, and there is little emphasis on reproduction of knowledge in previously stated forms.	Some products and performances involve analysis, interpretation, synthesis, and evaluation, but there is still some emphasis on reproduction of knowledge in previously stated forms.	Products and performances do not involve analysis, interpretation, synthesis, and evaluation, but rather involve reproduction of knowledge in previously stated forms.
PROGRESSION IN COMPETENCE	Products and performances indicate an impressive movement toward independence and proficiency, and reflect remarkable persistence and pride.	Products and performances indicate considerable movement toward independence and proficiency, and reflect a great deal of persistence and pride.	Products and performances indicate a modest movement toward independence and/or proficiency, and reflect some persistence and/or pride.	Products and performances do not indicate any movement toward independence or proficiency, and do not reflect persistence or pride.

Grades 3-12 Classroom Teacher Rubric

Teaching Standard A: Content

The teacher has sufficient command of content knowledge and discipline-specific pedagogy to guide student learning. The content is well-articulated, challenging, and differentiated.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
WELL-ARTICULATED	Content is fully aligned with the CCSS, always reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is entirely organized around big ideas and/or essential questions.	Content is substantively aligned with the CCSS, usually reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is mostly organized around big ideas and/or essential questions.	Content is sufficiently aligned with the CCSS, reasonably reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is adequately organized around big ideas and/or essential questions.	Content is not aligned with curriculum objectives, does not reflect accurate and current disciplinary concepts, structure, and methods of inquiry, and is not organized around big ideas and/or essential questions.
CHALLENGING	Content demands substantial cognitive effort, and in all cases is designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.	Content usually demands cognitive effort, and is mostly designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.	Content demands some cognitive effort, and is somewhat designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.	Content does not demand cognitive effort, and is not designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.
DIFFERENTIATED	Content regularly and routinely provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.	In most cases content provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.	At times content provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.	Content does not provide multiple means for representation, expression, and engagement for students with diverse learning styles, or for those who need differing levels of complexity.

Grades 3-12 Classroom Teacher Rubric

Teaching Standard B: Assessment

The teacher uses valid assessment practices to measure and report progress and to promote learning. Formative and summative assessments are clear, relevant, and designed for success.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
CLEAR	Formative and summative assessments always involve criteria/rubrics and models/exemplars, and they are provided in advance of instruction at all times. Students are routinely involved in the creation of assessment criteria.	Formative and summative assessments frequently involve criteria/rubrics and models/exemplars, and they are usually provided in advance of instruction. Students are sometimes involved in the creation of assessment criteria.	Formative and summative assessments occasionally involve criteria/rubrics and models/exemplars, and they are sometimes provided in advance of instruction. Students are not often involved in the creation of assessment criteria.	Formative and summative assessments do not involve criteria/rubrics and models/exemplars, and/or they are not provided in advance of instruction. Students are not involved in the creation of assessment criteria.
	Formative and summative assessments are regularly and routinely used to frame meaningful, authentic performance goals.	Formative and summative assessments are often used to frame meaningful, authentic performance goals.	Formative and summative assessments are sometimes used to frame meaningful, authentic performance goals.	Formative and summative assessments are never used to frame meaningful, authentic performance goals.
RELEVANT				
DESIGNED FOR SUCCESS	In all instances, the teacher assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.	The teacher generally assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.	The teacher occasionally assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.	The teacher does not assess before teaching, offer differentiated assessment choices, provide feedback early and often, encourage students to self-assess and set goals, or allow new evidence of learning to replace old evidence.

Grades 3-12 Classroom Teacher Rubric

Teaching Standard C1: Instruction

The teacher designs, initiates and supports effective learning experiences. The classroom is organized and well-managed, and the instructional activities are coherent and structured.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
ORGANIZED AND WELL-MANAGED	Students independently facilitate and engage in orderly, efficient and well- coordinated use of time, space, human and material resources, and classroom procedures/routines. There is no disruptive behavior on the part of students that impacts the amount of time devoted to learning.	There is extensive evidence of orderly, efficient and well-coordinated use of time, space, human and material resources, and classroom procedures/routines. There is infrequent disruptive behavior on the part of students that impacts the amount of time devoted to learning.	There is sufficient evidence of orderly, efficient and well-coordinated use of time, space, human and material resources, and classroom procedures/routines. Disruptive behavior on the part of students at times impacts the amount of time devoted to learning.	There is little to no evidence of orderly, efficient and well-coordinated use of time, space, human and material resources, and classroom procedures/routines. Disruptive behavior on the part of students frequently impacts the amount of time devoted to learning.
COHERENT AND STRUCTURED	All of the instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and connect the parts to the whole.	Most of the instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and/or connect the parts to the whole.	Some of the instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and/or connect the parts to the whole.	The instructional activities are not related to the learning objectives, are not grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and/or do not connect the parts to the whole.

Grades 3-12 Classroom Teacher Rubric

Teaching Standard C2: Instruction

The teacher designs, initiates and supports effective learning experiences. The teacher uses methods that are clear, conspicuous, effective, affirming, flexible and responsive.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
CLEAR, CONSPICUOUS AND EFFECTIVE	The teacher's communication is completely free from ambiguity or uncertainty, and the strategies/ techniques used are entirely research-based, explicit, and bring about the desired result.	The teacher's communication is typically free from ambiguity or uncertainty, and most of the strategies/ techniques used are research-based, explicit, and bring about the desired result.	The teacher's communication is sometimes ambiguous or creates uncertainty, and some of the strategies/techniques used are not research-based and/or explicit, or they do not consistently bring about the desired result.	The teacher's communication is ambiguous or creates uncertainty, and/or the strategies/techniques used are not research-based, not explicit, and do not bring about the desired result.
	The teacher's methods always create and sustain a learning environment that is safe, respectful, and encouraging. Students independently assume a significant role in promoting a respectful learning environment.	The teacher's methods frequently create and sustain a learning environment that is safe, respectful, and encouraging.	The teacher's methods basically create and sustain a learning environment that is safe, respectful, and encouraging.	The teacher's methods do not create and sustain a learning environment that is safe, respectful, and encouraging.
FLEXIBLE AND RESPONSIVE	The teacher's methods are consistently differentiated. They anticipate and address student misconceptions/errors, and are constantly monitored and adjusted based on student performance.	The teacher's methods are often differentiated. They usually anticipate and address student misconceptions/ errors, and are frequently monitored and adjusted based on student performance.	The teacher's methods occasionally are differentiated. They sometimes anticipate and address student misconceptions/errors, and at times are monitored and adjusted based on student performance.	The teacher's methods are not differentiated. They do not anticipate and address student misconceptions/ errors, and are not monitored and adjusted based on student performance.

Grades 3-12 Classroom Teacher Rubric

Teaching Standard D1: Professional Responsibilities

The teacher demonstrates professionalism through effective planning, reflection, collaboration, and professional growth.

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
PLANNING	Unit and lesson plans exceed district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.	Unit and lesson plans are well designed in terms of content, assessment, and instruction, and they conform to district expectations.	Some aspects of unit and lesson plans are well designed in terms of content, assessment, and instruction, and they mostly conform to district expectations.	Unit and lesson plans are not well designed in terms of content, assessment, and instruction, and they do not conform to district expectations.
	REFLECTION	Reflections on personal and collective practice identify strengths and concerns, reasons for and alternatives to unsuccessful teaching, and professional learning needs.	Reflections on personal practice accurately identify strengths and concerns, alternatives to improve unsuccessful teaching, and professional learning needs.	Reflections on personal practice imprecisely identify strengths and concerns, alternatives to improve unsuccessful teaching, and/or professional learning needs.
COLLABORATION	Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.	Actively participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.	Participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.	Does not participate with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.
	PROFESSIONAL GROWTH	Assumes a leadership role in designing and delivering required professional learning, and proactively identifies and pursues individual and team professional growth goals and opportunities.	Participates in required professional learning opportunities, and identifies and pursues individual professional growth goals and opportunities.	Participates in required professional learning opportunities, but requires assistance in identifying and pursuing individual professional growth goals and opportunities.

Grades 3-12 Classroom Teacher Rubric

Teaching Standard D2: Professional Responsibilities

The teacher contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.

INDICATORS	PERFORMANCE CONTINUUM	
	ACCOMPLISHED	UNSATISFACTORY
CONTRIBUTES TO SCHOOL COMMUNITY	Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.	Does not take an active role in the school community through participation in school/district events and/or initiatives.
PERFORMANCE OF DUTIES	<p>Has good attendance.</p> <p>Maintains accurate records.</p> <p>Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>	<p>Does not have good attendance.</p> <p>Does not maintain accurate records.</p> <p>Does not comply with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>
CODE OF PROFESSIONAL RESPONSIBILITIES	Actions are consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.	Actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.

Rubric for Support Specialists
Speech Pathologist, Psychologist, Social Worker,
Guidance Counselor, Special Education Teacher,
Academic Interventionist

Domain: Assessment

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Understands and uses assessments according to their purposes, strengths, and limitations.	Systematically uses, interprets, and/or recommends appropriate assessment tools and practices to comprehensively and effectively describe and analyze student performance, and to determine eligibility for services when appropriate.	Generally uses, interprets, and/or recommends appropriate assessment tools and practices to describe and analyze student performance, and to determine eligibility for services when appropriate.	Uses and interprets some assessment tools to describe and analyze student performance, and to determine eligibility for services when appropriate.	Use of appropriate assessment tools and practices are not demonstrated. Analysis of assessment data is limited, and to determine eligibility for services when appropriate.
Uses assessment information to plan, evaluate, and revise effective interventions.	Systematically uses assessment information to design and modify interventions to effectively meet group and individual needs.	Generally uses assessment information to design interventions and to monitor student progress.	Inconsistently uses assessment information to design interventions and to monitor student progress.	Does not use assessment information to design interventions and to monitor student progress.
Uses assessment information to ensure student success.	Systematically assesses students prior to intervention, provides feedback on performance early and often, and encourages students to self-assess and set goals.	Generally assesses students prior to intervention, provides feedback on performance, and encourages students to set goals.	Occasionally assesses students prior to intervention, provides feedback on performance, and/or encourages students to set goals.	Does not assess students prior to intervention, provide feedback on performance, or encourage students to set goals.

Rubric for Support Specialists

Domain: Intervention

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Uses disciplinary knowledge to design and implement integrated and comprehensive interventions.	Effectively develops and implements interventions that meet the needs of all learners. Systematically uses evidence-based professional resources.	Develops and implements interventions that meet the needs of most learners. Uses evidence-based professional resources.	Implements interventions that meet the needs of some learners. Uses some professional resources.	Interventions that meet the needs of learners are not evident. Use of professional resources is not apparent.
Uses appropriate intervention strategies to meet the needs of diverse learners.	Effectively uses developmentally appropriate intervention strategies to meet the needs of all learners.	Uses appropriate instructional strategies to meet the needs of most learners.	Uses intervention strategies to meet the needs of some learners.	Use of intervention strategies to meet the needs of learners is not apparent.
Uses appropriate and effective intervention resources.	Effectively uses a range of appropriate intervention materials to meet the needs of all learners. Effectively selects materials that align with individual student's achievement levels, interests, and diverse needs.	Uses appropriate intervention materials to meet the needs of most learners. Selects materials that align with most students' achievement levels, interests, and diverse needs.	Uses appropriate intervention materials to meet the needs of some learners. Selects some materials that align with students' achievement levels, interests, and/or diverse needs.	Use of appropriate intervention materials to meet the needs of learners is not demonstrated.
Engages in differentiated intervention practices that positively impact students' engagement and independence.	Effectively and routinely engages in practices for differentiating intervention and actively developing all students as independent learners.	Consistently engages in practices for differentiating intervention and developing independent learners.	Occasionally engages in practices for differentiating intervention and developing independent learners.	Options for differentiating intervention and developing independent learners are not evident.

Rubric for Support Specialists

Domain: Learning Environment

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Organizes and manages the physical environment to optimize students' use of intervention materials and resources.	Effectively selects a range of developmentally appropriate materials and resources in a stimulating and inviting environment. Materials are thoughtfully and purposefully selected and organized to reflect student abilities, interests, and backgrounds. Materials and arrangements are effectively modified to accommodate students' changing needs.	Selects a range of developmentally appropriate materials and resources in an inviting environment. Materials are accessible and reflect student abilities, interests, and/or backgrounds. Materials and arrangements are modified to accommodate students' needs.	Some materials and resources are available in the environment. Students have some accessibility to materials. Some materials and arrangements are modified to accommodate students' needs.	Materials and resources are not readily available. Students have limited access to materials. Materials and arrangements are not modified to accommodate students' needs.
Designs a socially engaging environment to optimize student performance.	Effectively creates and maintains a socially engaging learning environment with appropriate support for all learners. Effectively addresses the motivational aspects of learning.	Creates and maintains a socially engaging learning environment with appropriate support for most learners. Addresses the motivational aspects of learning.	Creates and maintains a learning environment with some support for learners. Attempts to address the motivational aspects of learning.	A socially engaging and motivating learning environment is not apparent.
Uses intervention routines to support instruction.	Effectively creates and maintains a positive learning environment for all learners through the use of a variety of intervention routines.	Creates and maintains a positive learning environment for most learners through the use of a variety of intervention routines.	Creates and maintains a positive learning environment for some learners through the use of intervention routines.	Intervention routines are not apparent.
Uses a variety of grouping practices.	Effectively utilizes evidenced-based grouping practices to meet the needs of all learners.	Utilizes evidenced-based grouping practices to meet the needs of most learners.	Utilizes some grouping practices to meet the needs of some learners.	Grouping practices to meet the needs of learners are not apparent.

Rubric for Support Specialists

Domain: Professional Responsibilities

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Planning	Intervention plans exceed district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.	Intervention plans are well designed in terms of content, assessment, and instruction, and they conform to district expectations.	Some aspects of intervention plans are well designed in terms of content, assessment, and instruction, and they mostly conform to district expectations.	Intervention plans are not well designed in terms of content, assessment, and instruction, and they do not conform to district expectations.
Reflection	Reflections on personal and collective practice identify strengths and concerns, reasons for and alternatives to unsuccessful intervention, and professional learning needs.	Reflections on personal practice accurately identify strengths and concerns, alternatives to improve unsuccessful intervention, and professional learning needs.	Reflections on personal practice imprecisely identify strengths and concerns, alternatives to improve unsuccessful intervention, and/or professional learning needs.	Reflections on personal practice do not identify strengths and concerns, alternatives to improve unsuccessful intervention, and professional learning needs.
Collaboration	Assumes a leadership role in collaborative inquiry and problem-solving to improve student and interventionist performance, and actively shares expertise by assisting and supporting colleagues.	Actively participates with colleagues in collaborative inquiry and problem-solving to improve student and interventionist performance.	Participates with colleagues in collaborative inquiry and problem-solving to improve student and interventionist performance.	Does not participate with colleagues in collaborative inquiry and problem-solving to improve student and interventionist performance.
Professional Growth	Assumes a leadership role in designing and delivering required professional learning, and proactively identifies and pursues individual and team professional growth goals and opportunities.	Participates in required professional learning opportunities, and identifies and pursues individual professional growth goals and opportunities.	Participates in required professional learning opportunities, but requires assistance in identifying and pursuing individual professional growth goals and opportunities.	Does not participate in required professional learning opportunities, and does not identify and pursue individual professional growth goals and opportunities.

Rubric for Support Specialists

Domain: Professional Responsibilities (continued)

INDICATORS	PERFORMANCE CONTINUUM	
	ACCOMPLISHED	UNSATISFACTORY
Contributes to School Community	Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.	Does not take an active role in the school community through participation in school/district events and/or initiatives.
Performance of Duties	<p>Has good attendance.</p> <p>Maintains accurate records.</p> <p>Complies with school and district policies and procedures, including those related to:</p> <ul style="list-style-type: none"> • creating a safe and accessible learning environment • monitoring student intervention plans 	<p>Does not have good attendance.</p> <p>Does not maintain accurate records.</p> <p>Does not comply with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>
Code of Professional Responsibilities	Actions are consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.	Actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.

Rubric for Instructional Coaches

Domain 1: Planning and Preparation

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
1a: Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline.	Coach demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide instructional support services.	Coach demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide instructional support services.	Coach demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide instructional support services.	Coach demonstrates little or no understanding of the critical concepts and content of the discipline.
	1b: Identifies the instructional improvement needs of the teachers served.	Coach proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.	Coach collaborates with teachers to identify their instructional improvement needs.	Coach has limited knowledge of the teachers' instructional improvement needs.
1c: Identifies clear, specific, and appropriate goals for the instructional support program.	Coach's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.	Coach's goals are clear, specific, and appropriate for the needs of the teachers and the school program. Teachers accept and endorse the goals.	Coach's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	Coach's goals are either inappropriate or unclear. The goals do not align with the teachers' needs.

Rubric for Instructional Coaches

Domain 1: Planning and Preparation (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>1d: Identifies resources for the instructional support programs that are available within and outside the school/district.</p>	<p>Coach proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Teachers share their knowledge of external resources with the Coach.</p>	<p>Coach can readily identify appropriate human and material resources within the school and district, or beyond, that can help teachers build their instructional capacity.</p>	<p>Coach has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.</p>	<p>Coach does not identify resources to support the instructional support program.</p>
<p>1e: Plans a coherent program of instructional support fully integrated with the school program.</p>	<p>The planned instructional support program is fully integrated with the school program and designed to drive its goals.</p> <p>The planned instructional support program is coherent and helps bring additional coherence to the school program.</p>	<p>The planned instructional support program is fully integrated with the school program.</p> <p>The planned instructional support program offers an organized and coherent approach to instructional improvement.</p>	<p>The planned instructional support program is integrated with the school program in limited ways.</p> <p>The planned instructional support program reflects a limited degree of coherence.</p>	<p>The instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program.</p> <p>The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.</p>

Rubric for Instructional Coaches

Domain 1: Planning and Preparation (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
1f: Develops a plan and process for the ongoing assessment and improvement of the instructional support program.	<p>The coach has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, that may include assessments by the teachers, are clearly defined.</p> <p>Assessment data is used to guide practice-focused discussions among stakeholders that will inform program improvement.</p>	<p>The coach has developed a coherent plan and process to measure both the implementation of the instructional support program and its impact, relative to the stated goals. Evidence of success is clearly stated.</p> <p>Assessment data is used to guide program improvement.</p>	<p>The coach has developed a plan and process to assess the instructional support program, but has not indicated how the data will be used to inform improvements.</p>	<p>There is no evidence of a plan or process to assess the efficacy of the instructional support program to guide program improvements.</p>

Rubric for Instructional Coaches

Domain 2: Environment

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
2a: Creates a respectful and emotionally safe culture that promotes collaboration.	<p>Teachers work collaboratively with the coach to co-develop and participate in improvement-focused professional learning.</p>	<p>Most teachers participate in professional learning initiated by the coach. Some teachers initiate contacts with the coach to seek support for collaborative efforts to improve instructional practices.</p>	<p>Many teachers participate in professional learning initiated by the coach, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction.</p>	<p>The coach has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.</p>
	<p>Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.</p>	<p>Teachers indicate that the instructional improvement efforts are respectful and responsive.</p>	<p>Teachers indicate that they feel relatively safe participating in the professional learning developed by the coach.</p>	
2b: Promotes a culture of continuous instructional improvement.	<p>Teachers initiate instructional improvement efforts, working collaboratively with the coach to define the goals, processes, and methods to measure the implementation and impact of the initiatives.</p>	<p>The coach creates a culture in which continuous improvement is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their instructional improvement efforts.</p>	<p>The coach's attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the coach.</p>	<p>The coach does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.</p>

Rubric for Instructional Coaches

Domain 2: Environment (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
2c: Develops processes and procedures for teachers to participate in support activities.	Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers.	Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the coach. Teachers understand the procedures and use them to access services.	Teachers have a limited understanding of how to access services offered by the coach. Processes and procedures lack the specificity necessary to guide teachers.	No processes or procedures are in place. Teachers do not know how to access the services provided by the coach.
	2d: Establishes clearly defined norms for professional conduct.	Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.	Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among the adults.	The coach makes limited attempts to establish norms for adult interactions. Adult interactions are inconsistently productive and respectful.

Rubric for Instructional Coaches

Domain 2: Environment (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
2e: Organizes physical space for professional learning.	<p>Teachers and the coach collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning.</p> <p>Teachers are comfortable in the physical space and often use it for their own meetings.</p>	<p>Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an "adult" environment that is free of distractions.</p> <p>Teachers are comfortable in the physical space.</p>	<p>Spaces for group work are sufficiently organized so that they do not constrain the professional learning.</p> <p>Teachers generally feel comfortable in the workspace.</p>	<p>Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. The physical environment and the activities designed to support professional learning are poorly aligned.</p> <p>Teachers do not feel comfortable in the space.</p>

Rubric for Instructional Coaches

Domain 3: Delivery of Services

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
3a: Collaborates with teachers to design rigorous, standards-based classroom instruction.	Teachers take the initiative to work with coach to design classroom instruction that is standards-based, rigorous, and engaging.	The coach promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction.	The coach provides limited support to teachers in designing classroom instruction. The support is often more cooperative than collaborative.	The coach does not collaborate with teachers in designing classroom instruction.
3b: Addresses the instructional improvement needs of the teachers served.	The coach offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs.	The instructional improvement support designed and delivered by the coach is of high quality and appropriately addresses the needs of the teachers served.	The instructional improvement support designed and delivered by the coach is of mixed quality, addressing the needs of a limited number of the teachers served.	The instructional improvement support delivered by the coach is of poor quality and does not address the needs of the teachers served.
3c: Engages teachers in learning new instructional strategies and practices.	The coach and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. Teachers are highly motivated participants in ongoing professional learning.	The coach successfully engages teachers in learning new instructional strategies and practices. Teachers participate in the professional learning.	The coach has limited success in promoting opportunities for professional learning. Some teachers engage in the professional learning provided.	The coach is not successful in promoting professional learning. Teachers do not take part in professional learning.

Rubric for Instructional Coaches

Domain 3: Delivery of Services (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
3d: Provides relevant and timely feedback to teachers.	The coach integrates multiple types of evidence, including teacher's self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. The coach works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.	The coach provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth.	Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent.	There is little or no feedback given to teachers regarding their professional growth. Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment.
	3e: Provides responsive professional support.	The coach solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.	The coach provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.	The coach sometimes modifies plans/approaches in response to teacher requests or evident needs.

Rubric for Instructional Coaches

Domain 4: Professional Responsibilities

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>4a: Reviews and reflects on practice to inform improvement.</p>	<p>The coach's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. The coach's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.</p>	<p>The coach accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes.</p> <p>Recommendations for improvement are specific and focused on program improvement.</p>	<p>The coach's reflections are vague, informing recommendations for improvement that are too global to be actionable.</p>	<p>The coach either does not review the coaching practice or provides inaccurate recommendations for improvement.</p>
	<p>The coach follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.</p>	<p>The coach follows established procedures to guide the development of budgets, service records, and reports. Required documents are accurate and submitted on time.</p>	<p>The coach has limited success in following established procedures to prepare accurate budgets, service records, and reports. Required documents are often submitted late.</p>	<p>The coach does not follow procedures that have been established for developing and submitting required documents. Required documents are usually inaccurate and late.</p>
<p>4b: Follows established procedures for developing and submitting accurate and timely records, budgets, and reports.</p>				

Rubric for Instructional Coaches

Domain 4: Professional Responsibilities (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>4c: Coordinates improvement efforts with other coaches.</p>	<p>The coach seeks opportunities to coordinate improvement efforts with other coaches at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</p>	<p>The coach consistently coordinates improvement efforts with other coaches at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.</p>	<p>The coach is inconsistent in coordinating improvement efforts with other coaches at the school, inhibiting a common vision and aligned focus for the work.</p>	<p>The coach tends to work in isolation, not coordinating improvement efforts in any way with other coaches at the school.</p>
	<p>The coach seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</p>	<p>The coach actively participates in, supports, and contributes to school committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.</p>	<p>The coach selectively engages with school committees, projects, and/or events, typically when asked. Relationships with colleagues are professionally courteous.</p>	<p>The coach does not participate in school committees, projects, and/or events. Professional relationships with peers are distant or negative.</p>

Rubric for Instructional Coaches

Domain 4: Professional Responsibilities (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>4e: Enhances professional capacity through ongoing professional learning.</p>	<p>The coach seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences.</p> <p>The coach applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.</p>	<p>The coach seeks professional learning opportunities, including coaching, to improve professional practice.</p> <p>The coach schedules opportunities to share the professional learning with colleagues.</p>	<p>The coach participates only in professional learning required by the district or state.</p> <p>The coach makes limited attempts to share the professional learning with school staff.</p>	<p>The coach does not participate in professional learning.</p>
<p>4f: Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality.</p>	<p>The coach is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school.</p> <p>Teachers seek out and trust the coach.</p>	<p>The coach frames all professional interactions with high standards of professional honesty, integrity, and confidentiality.</p> <p>Teachers trust the coach.</p>	<p>The coach is inconsistent in honoring both confidentiality and professional integrity.</p> <p>Teachers have low levels of trust in the coach.</p>	<p>The coach violates teachers' confidentiality and acts with low levels of integrity.</p> <p>Teachers do not trust the coach.</p>

Rubric for Instructional Coaches

Domain 4: Professional Responsibilities (continued)

INDICATORS	PERFORMANCE CONTINUUM	
	ACCOMPLISHED	UNSATISFACTORY
Contributes to School Community	Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.	Does not take an active role in the school community through participation in school/district events and/or initiatives.
Performance of Duties	<p>Has good attendance.</p> <p>Maintains accurate records.</p> <p>Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>	<p>Does not have good attendance.</p> <p>Does not maintain accurate records.</p> <p>Does not comply with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>
Code of Professional Responsibilities	Actions are consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.	Actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.

Rubric for K-8 Curriculum Coordinators

Domain 1: Curriculum, Assessment, and Instruction

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Program Vision	Establishes a visionary program philosophy, set of overarching goals, and learning progressions that assure a coherent, well-articulated, and innovative instructional program.	Establishes a clear program philosophy, set of overarching goals, and learning progressions that assure a coherent and well-articulated instructional program.	Establishes a program philosophy, set of overarching goals, and learning progressions that approach a well-articulated instructional program.	Does not establish a program philosophy, set of overarching goals, and learning progressions that assure a coherent and well-articulated instructional program.
Curriculum Design	Guides the systematic design of curricula to be accessible to all learners and supports extensive interdisciplinary connections when appropriate. Provides leadership to ongoing revision and improvement efforts.	Guides the systematic design of curricula to be accessible to most learners and supports interdisciplinary connections when appropriate. Coordinates ongoing revision and improvement efforts.	Guides the systematic design of curricula to be accessible to some learners and supports some interdisciplinary connections. Coordinates some revision and improvement efforts.	Does not guide the systematic design of curricula to be accessible to learners and does not support interdisciplinary connections when appropriate. Does not lead or coordinate revision and improvement efforts.
Resources	Advocates for the human, material, and fiscal resources needed to implement the program. Proactively researches, orders, and allocates program resources and materials.	Provides information on the human, material, and fiscal resources needed to implement the program. Researches, orders, and allocates program resources and materials.	Provides some information on the human, material, and fiscal resources needed to implement the program. Sometimes researches, orders, and allocates program resources and materials.	Does not provide information on the human, material, and fiscal resources needed to implement the program. Does not research, order, or allocate program resources and materials.

Rubric for K-8 Curriculum Coordinators

Domain 1: Curriculum, Assessment, and Instruction (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Assessment	Provides leadership in the coordination and implementation of the district's comprehensive assessment system.	Assists in the coordination and implementation of the district's comprehensive assessment system.	Provides some assistance in the coordination and implementation of the district's comprehensive assessment system.	Does not assist in the coordination and implementation of the district's comprehensive assessment system.
	Proactively identifies innovative methods of assessing the achievement of the program's goals and objectives, including performance assessments.	Identifies methods of assessing the achievement of the program's goals and objectives.	Identifies some methods of assessing the achievement of the program's goals and objectives.	Does not identify methods of assessing the achievement of the program's goals and objectives.
Scientific Research-Based Interventions (SRBI)	Identifies a comprehensive and effective set of materials, resources, programs, and processes to support the implementation of Scientific Research-Based Interventions (SRBI).	Identifies sufficient and appropriate materials, resources, and programs to support the implementation of Scientific Research-Based Interventions (SRBI).	Identifies some materials, resources, and programs to support the implementation of Scientific Research-Based Interventions (SRBI).	Does not identify materials, resources, and programs to support the implementation of Scientific Research-Based Interventions (SRBI).
Technology	Identifies and supports creative opportunities and leading-edge resources to integrate the use of technology into curricula.	Identifies and supports opportunities and resources to integrate the use of technology into curricula.	Identifies some opportunities and resources to integrate the use of technology into curricula.	Does not identify opportunities and resources to integrate the use of technology into curricula.

Rubric for K-8 Curriculum Coordinators

Domain 2: Professional Learning

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
District Professional Learning Plan	Provides leadership in the development and implementation of an effective professional learning plan aligned with the Professional Evaluation and Learning (PEAL) program.	Assists in the development and implementation of a professional learning plan aligned with the Professional Evaluation and Learning (PEAL) program.	Provides some assistance in the development and implementation of a professional learning plan aligned with the Professional Evaluation and Learning (PEAL) program.	Does not assist in the development and implementation of a professional learning plan aligned with the Professional Evaluation and Learning (PEAL) program.
Collaborative Learning	Provides leadership in collaborative learning, including the instructional effectiveness team process. Provides extensive direction and support to the instructional coaching program.	Supports collaborative learning, including the instructional effectiveness team process and instructional coaching.	Supports some collaborative learning for the instructional effectiveness team process and/or instructional coaching.	Does not support collaborative learning for the instructional effectiveness team process or instructional coaching.
Program Meetings	Provides leadership, support and guidance to professional staff by planning and conducting highly effective program meetings.	Provides support and guidance to professional staff by planning and conducting effective program meetings.	Provides some support and guidance to professional staff by conducting routine program meetings.	Does not provide support and guidance to professional staff by planning and conducting program meetings.

Rubric for K-8 Curriculum Coordinators

Domain 3: Professional Responsibilities

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Communication	Actively maintains effective lines of communication with all stakeholders and proactively interprets the academic curriculum to all constituencies.	Maintains effective lines of communication with most stakeholders and interprets the academic curriculum to most constituencies.	Maintains lines of communication with some stakeholders and interprets the academic curriculum to some constituencies.	Does not maintain lines of communication with stakeholders, and does not interpret the academic curriculum to constituencies.
	Provides exceptional oral and written reports in a timely manner.	Provides oral and written reports as requested.	Provides oral and written reports as requested, but not always in a timely manner.	Does not provide oral and written reports as requested.
Reflection	Reflections on personal and collective practice accurately identify strengths and concerns, and professional learning needs.	Reflections on personal practice identify strengths and concerns, and professional learning needs.	Reflections on personal practice imprecisely identify strengths and concerns, and/or professional learning needs.	Reflections on personal practice do not identify strengths and concerns, or professional learning needs.
Collaboration	Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.	Actively participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.	Participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.	Does not participate with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.

Rubric for K-8 Curriculum Coordinators

Domain 3: Professional Responsibilities (continued)

INDICATORS	PERFORMANCE CONTINUUM			
	EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
Professional Growth	Assumes a leadership role in designing and delivering required professional learning for the district leadership team, and proactively identifies and pursues individual and team professional growth goals and opportunities.	Participates in required professional learning opportunities, and identifies and pursues individual professional growth goals and opportunities.	Participates in required professional learning opportunities, but requires assistance in identifying and pursuing individual professional growth goals and opportunities.	Does not participate in required professional learning opportunities, and does not identify and pursue individual professional growth goals and opportunities.

Rubric for K-8 Curriculum Coordinators

Domain 3: Professional Responsibilities (continued)

INDICATORS	PERFORMANCE CONTINUUM	
	ACCOMPLISHED	UNSATISFACTORY
Contributes to School Community	Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.	Does not take an active role in the school community through participation in school/district events and/or initiatives.
Performance of Duties	<p>Has good attendance.</p> <p>Maintains accurate records.</p> <p>Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>	<p>Does not have good attendance.</p> <p>Does not maintain accurate records.</p> <p>Does not comply with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p>
Code of Professional Responsibilities	Actions are consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.	Actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the CT Code of Professional Responsibilities.