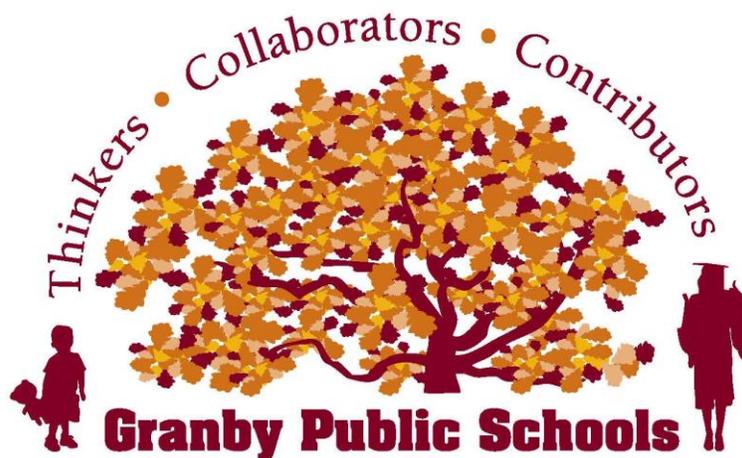


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# Granby Public Schools



## Granby Educator Effectiveness, Professional Learning, and Performance Evaluation Manual

REVISED AUGUST 13, 2019

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## **GRANBY PUBLIC SCHOOLS**

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

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

## **GRANBY PUBLIC SCHOOLS**

Special thanks and recognition to the Granby Public School's Educator Evaluation Committee convened initially in September of 2012 to develop our Professional Educator Growth *Continuum*. The committee worked throughout the 2012-2013 year to write and introduce the framework to their colleagues. They refined and revised the document in 2013-14 and 2014-2015.

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## Introduction

### Vision and Purpose of Educator Evaluation

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

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

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

The *Granby Public Schools Professional Educator and Specialist Growth Continuums*, herein referred to as *Continuum*, were developed to establish a shared definition of effective instructional practices, while providing a tool for reflection and conversation across multiple focus areas. Within each focus area are specific indicators that articulate a continuum of performance levels from exceptional to ineffective practice.

### Beliefs and Core Values

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

- Ensure the learning and growth of all professionals and students;
- Ensure the continuation of Granby's professional collaborative model, including PLC and team meetings that allow for continued reflection, collaboration, and communication around student growth and student learning;
- Ensure the continuation and deepening of opportunities for professional sharing and feedback in support of continuous learning;
- Provide a structure/format that allows educators to document and to share evidence of best practice;
- Effectively and critically collaborate to improve practice; and
- As a district, ensure that effective teaching is supported in all classes by developing human capacity.



6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

### **Achievement Goal**

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

### **Theory of Action for Supporting Students Who Struggle**

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

Therefore, if students are providing access to highly effective teachers who also develop caring responsive relationships, *AND* if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:

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

*THEN* we will meet the needs of all learners and all students will achieve at high levels.

## **Alignment of Goals and Practice**

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

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

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## Overview of Educator Evaluation Process

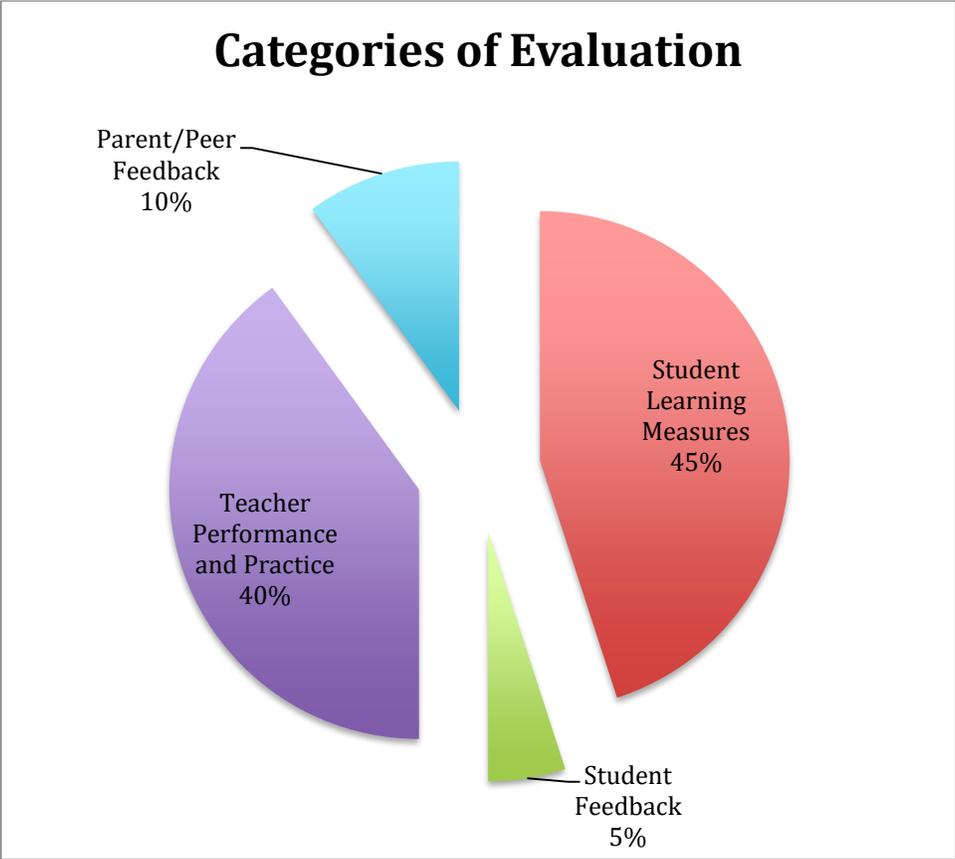
### *Granby Public Schools Professional Educator and Specialist Growth Continuums*

The *Granby Professional Educator and Specialist Growth Continuums* define a common understanding of effective instructional practices across three focus areas for educators: Planning Active Learning, Instruction, and Professional Responsibility; and four focus areas for specialists: Planning Active Learning, Direct Services/Instruction/Practice, Collaboration/Consulting/Coaching, and Professional Practice and Responsibility. Within each focus area are specific indicators that break down expected practices across four levels of performance and practice –Level 4 – Exceptional Practice, Level 3 – Effective Practice, Level 2- Developing Practice, and Level 1 – Ineffective Practice.

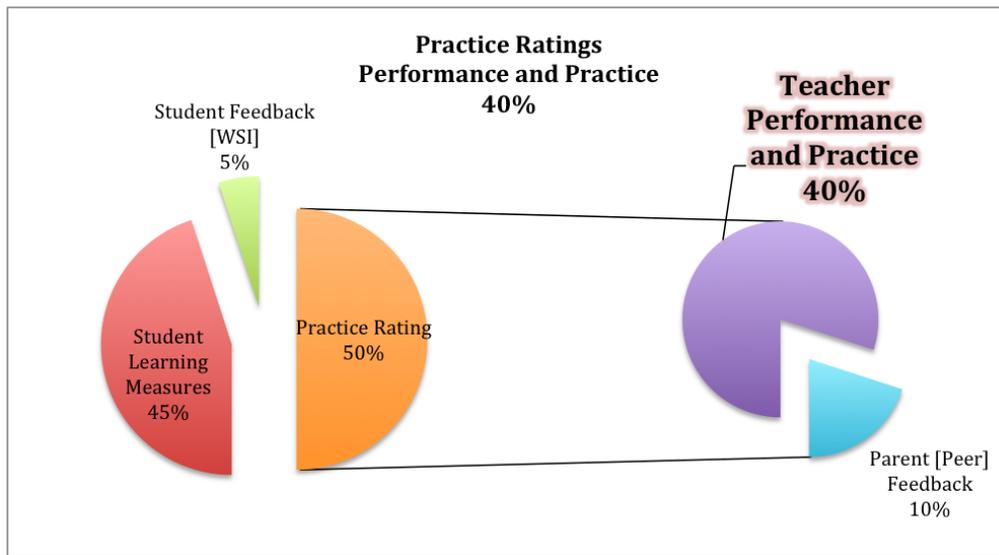
The *Continuum* is the core document within the evaluation system and is used to help provide the context through which an educator’s performance can be directly measured. The indicators of teaching practice outlined through the *Continuum* have been developed by Granby educators and represent the values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

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

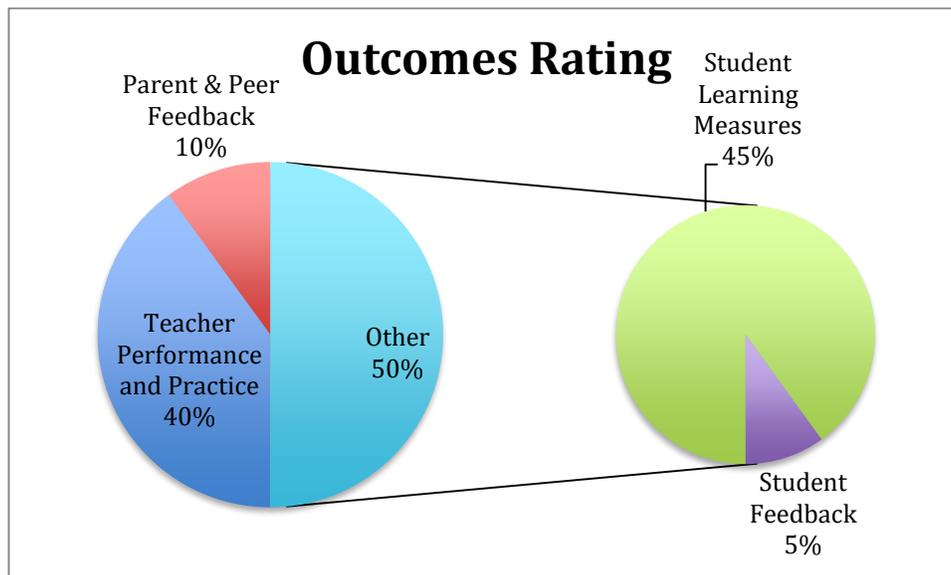
**Figure1. Categories of Performance Evaluation**



**Figure2. Practice Rating**



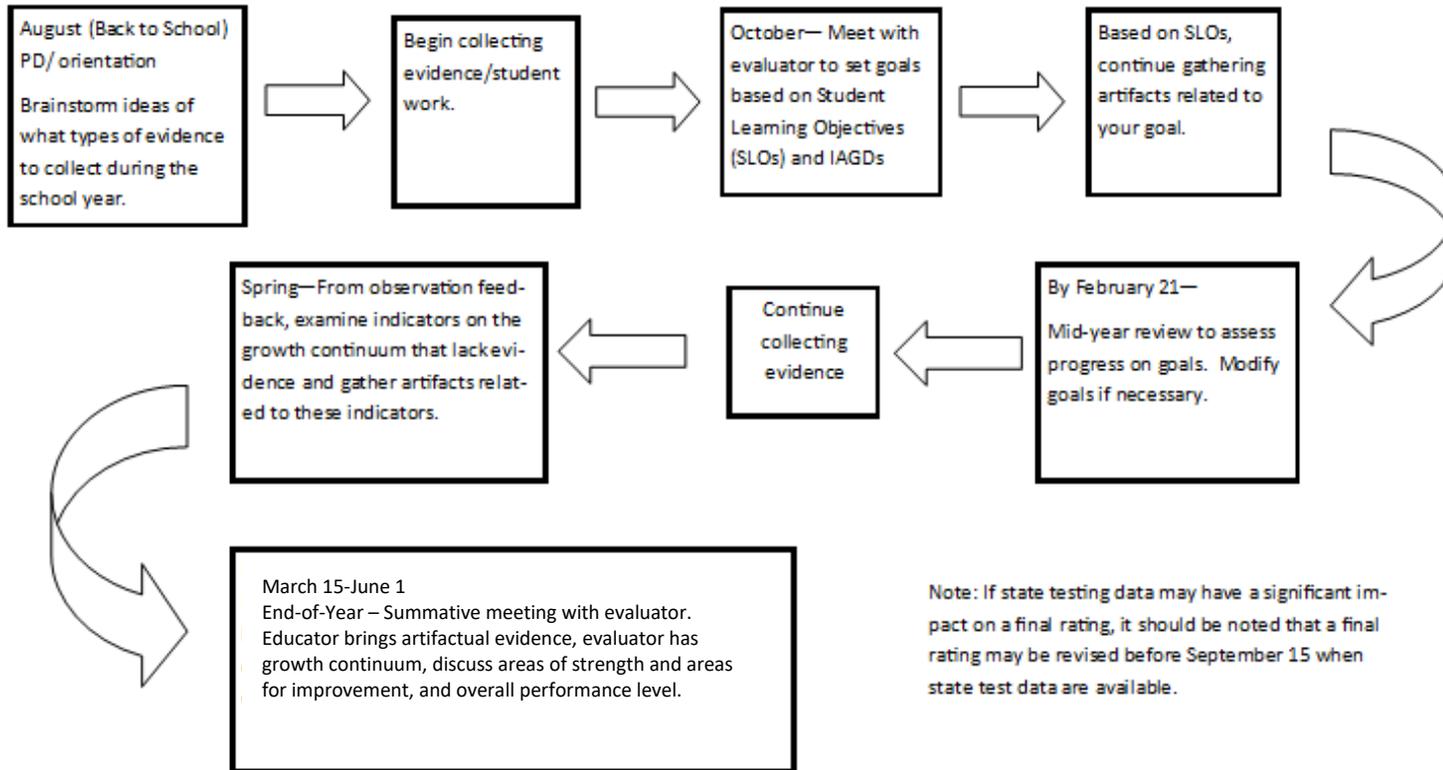
**Figure3. Outcomes Rating**



**Educator Evaluation Plan Snapshot:** this timeline is provided to show the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation will occur on or before November 15<sup>th</sup>.



**Educator Evaluation Plan Snapshot**



Note: If state testing data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15 when state test data are available.

**OBSERVATIONS ONGOING THROUGHOUT SCHOOL YEAR**

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## Components of Evaluation

### Category 1 - Educator Practice 40%

#### Procedures for Observational Practice:

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

Observations will evidence the quality of educator practice and accurately display an educator's performance in multiple, but not all, focus areas along the *Continuum*. Progress in all focus areas can be demonstrated by additional evidence accumulated by both the educator and the evaluator. A supervisor, based on various data collection approaches in multiple settings, will make assertions about educator performance in this category. Furthermore, the evidence collection approaches are differentiated based on an educator's years of experience and by levels of previous performance. Observations are defined as follows:

#### Formal Classroom Observation:

- o Requires observation of a complete lesson and/or class period, not to exceed 60 minutes;
- o Requires pre- and post-conferencing (new educator may choose to have his/her mentor at the post-conference);
- o Draft ratings on the *Continuum* will be posted within 7 school days after the observation;
- o Post-observation meeting will be held within 10 school days of observation, allowing at least one day for the educator to review draft ratings;
- o Observation will be closed within 5 school days after post-observation meeting; and,
- o Opportunity for educator response will be provided.

#### Review of Practice:

- o Requires a meeting or an observation of a mutually agreed-upon portion of a professional practice. Examples of reviews of practice include but are not limited to: PLC meetings, department meetings, mentoring conversations, review of lesson plans or other teaching artifacts, PPT, CST, etc.;
- o Ratings on the *Continuum* will be posted within 10 school days after the meeting/observation;
- o Review of practice will be closed within 5 school days after ratings are posted; and,
- o Opportunity for educator response will be provided.

#### Informal Observation:

- o Length of observation is at the discretion of the evaluator, not to exceed 60 minutes;
- o Requires no pre or post-conference;
- o Can be unannounced;
- o Draft ratings on the *Continuum* will be posted within 10 school days after the meeting/observation;
- o Observation will be closed within 5 school days after ratings are posted; and
- o Opportunity for educator response will be provided.

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

#### **Conferences to Support Educator Practice**

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

- The evaluator and educator must complete at least one Beginning of Year Conference at which they set the educator's goals and objectives for the year.
- The evaluator and educator must complete at least one Mid-Year Conference at which they review progress on the educator's goals and objectives to date. The Mid-Year Conference is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Continuum* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals.
- It is expected that the End of Year Conference will typically occur in May (may be as early as March 15), but no later than June 1st. During the End of Year Conference, the educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

#### **Educator Responsibilities:**

- For formal observations, work with evaluator to schedule a time for both the pre-observation meeting and the observation with evaluator, and then evaluator will schedule in the electronic platform;
- Be prepared to discuss personal reflections on the lesson, its relation to the observation *Continuum*, and provide evidence of student work, such as grades.

**Evaluator Responsibilities:**

- Schedule observation in electronic platform;
- For formal pre-observation meetings, schedule a mutually agreed upon time to meet with the educator to be held no more than 5 school days prior to the observation;
- For each indicator, collect evidence and add draft ratings where applicable;
- Provide written feedback for areas of strengths and targeted next steps based on evidence;
- Draft ratings on the *Continuum* will be posted within 7 school days after the observation;
- Post-observation meeting will be held at a mutually agreed upon time within 10 school days of observation, allowing at least one day for the educator to review draft ratings;
- During the post-conference, the educator and the evaluator will discuss the *Continuum* rating in relation to each indicator; and,
- Observation will be closed within 5 school days after post-observation meeting.

**Table 1: Observations and Review of Practice**

<b>Educator Level</b>	<b>Formal</b>	<b>Informal</b>	<b>Review of Practice</b>
<ul style="list-style-type: none"> <li>○ Educators in the TEAM process</li> <li>○ New hires for first two years of employment</li> <li>○ Developing (based on previous year's rating)</li> </ul>	Minimum: 3 in-class 1 beginning of year after goals are set, 1 middle, 1 end of the year	Minimum: 1 in-class Timing for informal observations to be determined by the evaluator	Not required
<ul style="list-style-type: none"> <li>○ Below Standard (Ineffective) (based on previous year's rating)</li> </ul>	Minimum: 3 in-class 1 beginning of year after goals are set, 1 middle, 1 end of the year	Minimum: 3 in-class Timing for informal observations to be determined by the evaluator Post-conference required for each	Not required
*Educator <i>Continuum</i> <ul style="list-style-type: none"> <li>○ Proficient (Effective)</li> <li>○ Exemplary (Highly Effective)</li> </ul>	<u>Formal Year:</u> Minimum: 1 in-class observation	<u>Formal Year:</u> No informal observations are required	<u>Formal Year:</u> Minimum: 1 per year
	<u>Non-Formal Years:</u> No formal classroom observations are required	<u>Non-Formal Years:</u> Minimum - 3 in-class for each year of non-formal cycle Timing for informal observations to be determined by the evaluator	<u>Non-Formal Years:</u> Minimum: 1 per year

* Specialist <i>Continuum</i> o Proficient (Effective)/ o Exemplary (Highly Effective)	<u>Formal Year:</u> Minimum:1 observation in classroom or most appropriate setting	<u>Formal Year:</u> No informal observations are required	<u>Formal Year:</u> Minimum:1 per year
	<u>Non-Formal Year:</u> No formal classroom observations are required	<u>Non-Formal Year:</u> Minimum: 3 for each year of non-formal cycle Timing for informal observations to be determined by the evaluator	<u>Non-Formal Year:</u> Minimum:1 per year

\* Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice shall be completed every year. This will be implemented in a three-year cycle for observations: One Formal Year and two Non-Formal Years

Evaluators will honor educator requests for additional observations (up to two additional formal observations and up to two additional informal observations) to address areas of concern from a previous observation. The evaluator may choose to complete additional observations.

### **Educator Self-Assessment of Practice**

Our process requires all educators to self-assess against the *Continuum*. All educators will complete a self-assessment in the electronic platform based on the *Continuum* to plan and assess their progress each year. Educators will share their self-assessments with evaluators at the beginning of year and end of year conferences. Self-Assessment will be reviewed in the meetings to foster discussion around teaching, learning, goals, and needs.

### **Evaluator Professional Growth and Calibration Training**

Through initial and on-going training, all evaluators will receive professional development to support the evaluator professional growth and evaluation process and calibration training with regards to educator observation, evaluation and feedback. Appendix H shows the core and on-going training that will be completed by all administrators to ensure providing quality feedback and to demonstrate proficiency.

### **Artifactual Evidence Collection**

Artifactual evidence is an essential component to the evaluation process (see pg. 81 in Appendix B) that allows for educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-reflection and educator growth. Educators are responsible for including evidence to support their individual SLOs. Educators may also provide artifacts that support the *Continuum*. Evidence will vary depending on content area, grade and educator, but it is recommended that artifacts are limited to no more than one or two per focus area.

#### Recommendations:

- The evidence collection should be an on-going process. Educators should continue to add to their activities section of their electronic portfolio throughout the year;
- Remove any identifying information from student work samples;
- Once you have determined which artifacts you are going to use to supplement your evaluation, resave the artifact with the title of the *Continuum* indicator and upload to the Mid-Year or End of Year Conference sections.

#### Requirement:

- Educators must present artifacts to support their individual SLOs. Artifacts should be uploaded minimally 2 days prior to the Summative Meeting, and should be submitted electronically.

This information must be discussed at the mid-year and shared at the end of year conference.

## Stakeholder Feedback Protocols

### Survey Information for Categories 2 and 3

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

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

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

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

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

#### Requirements:

- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Purpose of surveys will be articulated to stakeholders;
- Surveys must be aligned with the CCT and CT Framework for Teaching;
- Survey results are confidential;
- Responses must be anonymous;

#### Protocols/Procedures:

Student surveys will be administered in grades 2-12

- For students in grades 2-12 surveys will be administered electronically;
- All student surveys must be administered during the school day ensuring sufficient time for survey to be completed (approx. 15 minutes).

Parent surveys will be administered to all parents. Surveys will be e-blasted per the administration timeline below. Paper copies will be made available to parents without electronic access.

Peer surveys will be administered to all certified staff. Surveys will be e-blasted per the administration timeline below.

**Table 2. Survey Administration Timeline**

<b>Survey</b>	<b>Administration</b>
Student	mid-March to mid-April
Parent survey	March conference week
Peer survey	mid-March to mid-April

## **Category 2 - Peer and Parent Feedback 10%**

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

After receiving survey results, the building principal will disseminate the information to the entire faculty within one month. Administration and school leadership teams will meet to discuss survey data to establish a school-wide goal(s) for the upcoming school year. The whole school will engage in activities and strategies to support the attainment of the goal(s). The whole school receives one rating following the scale in Table 3 below.

**Table 3: Peer and Parent Feedback**

<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
Level 4	Level 3	Level 2	Level 1
Met goal at 90% or higher	70-89% of goal was met	60-69% of goal was met	Less than 60% of the goal was met

See Appendix B for the Parent and Peer Survey documents.

### Category 3 - Student Feedback (5%)

Five percent (5%) of the evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. Each year new data will be collected and analyzed to support the improved practice.

After receiving survey results, the building principal will disseminate the information to the entire faculty within one month. Administration and school leadership teams will meet to discuss survey data to establish a school-wide goal(s) for the upcoming school year. The whole school will engage in activities and strategies to support the attainment of the goal(s). The whole school receives one rating following the scale in Table 4 below.

**Table 4: Student Feedback Goal Attainment**

<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
Level 4	Level 3	Level 2	Level 1
Met goal at 90% or higher	70-89% of goal was met	60-69% of goal was met	Less than 60% of the goal was met

See Appendix B for the Student Survey documents.

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### Category 4 - Student Learning 45%

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

- One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available, and shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

NOTE: For the 2018-19 academic year, the required use of state test data is suspended pending further action by the state department.

- For the other half (22.5%) of indicators of academic growth and development, there may be:
  - a. A minimum of one non-standardized indicator (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).
  - b. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in Section 1.3.

### **Student Learning Objectives (SLO Goals)**

Each educator, will select at least 1 but no more than 4 goals for student growth per school year. Note: Educators must have a minimum of one SLO with at least 2 IAGDs. As an alternative, they may also have 2 SLOs with one IAGD for each as a minimum.

Each goal will:

- Take into account the academic track record and overall needs and strengths of the students, using baseline data when available;
- Address the most important purposes of an educator’s assignment through self-reflection;
- Be aligned with school, district and state student achievement objectives;
- Include a set of articulated action steps to meet each SLO. Action steps should reflect each Focus Area within the *Continuum* and the survey data, when applicable; and
- Take into consideration control factors as defined in public act # 12-116, 115 of 191, located on page 84 of this document.

For each goal, the educator will select Indicators of Academic Growth and Development (IAGDs) and specific evidence that demonstrate progress toward the goal. The completed SLOs with associated indicators must meet three criteria: deeply relevant to the educator’s assignment and address a significant portion of his/ her students; include specific, measurable evidence; be attainable but ambitious, representing an appropriate level of growth. Indicators can address subgroups as appropriate.

Within the process, the following are descriptions of how to select indicators of academic growth and development.

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to educators - The use of an indicator of academic growth and development is fair when an educator has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the educator’s content, assignment, and class composition.

- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the educator with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for educator professional growth and development.

Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

- Standardized Indicators
  - Standardized assessments are characterized by the following attributes:
    - Administered and scored in a consistent – or “standard” – manner;
    - Aligned to a set of academic or performance “standards;”
    - Broadly administered (e.g. nation- or statewide); and,
    - Commercially produced.
  - Standardized assessments include, but are not limited to:
    - AP exams;
    - DRA (administered more than once a year);
    - DIBELS (administered more than once a year);
    - NWEA (administered more than once a year);
    - Trade certification exams;
    - Standardized vocational ED exams;
    - Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks; and,
    - District-developed assessments.
- Non-standardized Indicators
  - Non-standardized indicators include, but are not limited to:
    - Performances rated against a rubric (such as: music performance, dance performance);
    - Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
    - Portfolios of student work rated against a rubric;
    - Curriculum-based assessments, including those constructed by an educator or team of educators;
    - Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments); and,
    - Other indicators (such as: educator developed tests, student written work, constructed project).

See Table 5 below for examples

**Table 5: Example SLO and IAGDs**

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

**Developing an Action Plan**

Your action plan describes how you will utilize best practices from the *Continuum* to achieve IAGDs and meet SLOs. Use the following questions to articulate the steps you will take to foster student growth.

- What data will you use to measure your goal?
- How will you scaffold learning during your planning to obtain the student learning outcomes?
- How will you align instruction to the plan?
- How will you assess for student learning?
- What intervention strategies will you use?
- What resources do you need to meet SLOs?

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

**Phase 1:** Beginning of Year Goal Setting Conference

The process for assessing student growth using multiple indicators of academic growth and development (IAGDs) for educator evaluation will be developed through mutual agreement by each educator and their evaluator at the beginning of the year.

When selecting indicators used to gauge attainment of goals:

- Educators and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as previously described.
- Educators are encouraged to collaborate on SLOs with grade level or subject partners. SLOs can also be the same for a group of educators, but quantitative targets can be different based on the specific students assigned to the educator.

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

Evaluators and educators will review progress toward the goals/objectives at least once, which is to be considered the midpoint of the school year, using available information.

Both the educator and evaluator will provide some evidence at the mid-year conference.

- Examples of educator evidence can be found on the IAGD & Educator Practice Artifacts list on pg. 81 in Appendix B).
- Examples of evaluator evidence can include *Continuum* ratings, observation notes and feedback.

This review may result in revisions to SLOs, IAGDs, and/or action steps. Educators and evaluators mutually agree on any adjustment of learning goals/IAGDs based on available data/collected evidence during this mid-year conference.

Mid-Year Conference reflection questions: (not a narrative to be written in advance but a conference between an educator and their evaluator)

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

Minutes of the meeting, recorded by the evaluator on the Mid-Year Progress Conference form (see Appendix B pg. 68), will stand as evidence of its completion. Any changes to SLOs, IAGDs or Action Plans must be documented on the SLO form by the educator and shared with their evaluator within 10 days of the mid-year conference.

**Phase 3: End of year Summative Review Conference (March 15-June 1):** This conference is designed to assess progress in meeting SLOs, to provide an overall review of educator practice on the *Continuum*, and establish supports for the future (through PD opportunities and/or building supports). To prepare for the end of the year conference, educators must complete and upload the End of the Year Self-Assessment (see Appendix B pg. 69) along with any final artifactual evidence to the electronic platform **two days prior** to the summative conference.

## **Assessment & Attainment of SLOs**

- The educator shall collect evidence from IAGDs of student progress toward meeting the student learning objective(s). The evidence will be shared with the evaluator, and the educator and evaluator will discuss the extent to which the students met the learning objective(s).
- Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning objectives, based on the criteria in Table 6.

**Table 6. SLO/IAGD Goal Attainment**

<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>Level 4 Exceeded Goal</b>	<b>Level 3 Met Goal</b>	<b>Level 2 Partially Met Goal</b>	<b>Level 1 Did Not Meet Goal</b>
At least 90% of the targeted percentage of students in the IAGD met or exceeded the goal. * see example below	70-89% of the targeted percentage of students in the IAGD met or exceeded the goal.	60-69% of the targeted percentage of students in the IAGD met or exceeded the goal.	Less than 60% of the targeted percentage of students in the IAGD met or exceeded the goal.

\*80% of my students will attain at least a 3 on the rubric for supporting an argument with evidence. (90% x 80% = 72 students out of 100)

## **Aggregate and Summative Scoring**

As described in the **Overview of Educator Evaluation Process** on page 7, an educator’s summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an **educator’s performance and practice** will be combined with **parent and peer feedback** scores to determine an overall **Practice Rating**. Performance relative to **student learning measures** (designed at the beginning of the year through SLOs) will be combined with **student feedback** scores to determine an overall **Outcomes Rating**. The **Practice Rating** and the **Outcomes Rating** will be combined to give a **Summative Rating**.

### **Determining Summative Rating**

Our *Continuum* is a growth model and therefore evaluators will neither average scores within an indicator nor average indicators within a focus area. Performance levels for each focus area will be based on the preponderance of evidence collected and growth noted through the year. Each focus area score (whole number) will receive a weighting and be calculated for a total score.

Educators who have their year interrupted can receive a rating based on the work completed within that school year. If the absence was anticipated, or the teacher began after the start of the school year, then goals should be written with a shorter timeframe in mind and due dates adjusted accordingly. If much of the data is incomplete, a rating of “incomplete” would be reported to the state; a "soft" rating would be made available to the educator which would be useful information as s/he thinks about priorities upon return. The process to arrive at a summative rating for a teacher with a shortened year will be mutually agreeable between the teacher and evaluator and determined on a case by case basis and in consideration of the data that is available and complete.

Tables 7a and 7b delineate the weighting for each focus area.

**Table 7a.** Weighting of Focus Areas for Educator *Continuum*

Focus Area	Weighting
<b>I. Planning Active Learning</b>	<b>35%</b>
<b>II. Instruction for Active Learning</b>	<b>35%</b>
<b>III. Professional Responsibility</b>	<b>30%</b>
<b>Total</b>	<b>100%</b>

**Table 7b.** Weighting of Focus Areas for Specialist *Continuum*

Focus Area	Weighting
<b>I. Planning Active Learning</b>	<b>25%</b>
<b>II. Direct Services/Instructional Practice</b>	<b>25%</b>
<b>III. Collaboration/Consulting/Coaching</b>	<b>25%</b>
<b>IV. Professional Responsibility</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

The following is a completed example to show the steps to calculate a summative rating.

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

Focus Area	Score Whole Number	Weighting (decimal)	Score (Score x Weight decimal)
<b>I. Planning Active Learning</b>	<b>3</b>	<b>.35</b>	<b>1.05</b>
<b>II. Instruction for Active Learning</b>	<b>2</b>	<b>.35</b>	<b>.7</b>
<b>III. Professional Responsibility</b>	<b>3</b>	<b>.30</b>	<b>.9</b>
<b>Total Score</b>			<b>2.65</b>

Step 2: Determine final Practice Rating

<b>Components</b>	<b>Score</b>	<b>Weighting (whole number)</b>	<b>Points (Score x Weight whole number)</b>
<b><i>Continuum Score</i></b>	<b>2.65</b>	<b>40</b>	<b>106</b>
<b>Peer Feedback</b>	<b>3</b>	<b>5</b>	<b>15</b>
<b>Parent Feedback</b>	<b>4</b>	<b>5</b>	<b>20</b>
<b>Total Score</b>			<b>141</b>

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

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

Step 4: Determine the final Outcomes Rating.

<b>Component</b>	<b>Score</b>	<b>Weighting (whole number)</b>	<b>Points (Score x Weight whole number)</b>
<b>Student growth and development (SLOs)</b>	<b>3</b>	<b>45</b>	<b>135</b>
<b>Student Feedback</b>	<b>3</b>	<b>5</b>	<b>15</b>
<b>Total Score</b>			<b>150</b>

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

**Table 14 Outcomes Rating Table**

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

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

<b>Table 15: Summative Performance Rating Matrix</b>					
		<b>Practice Rating</b>			
		<b>Exemplary</b> (175-200 points)	<b>Proficient</b> (127-174 points)	<b>Developing</b> (81-126 points)	<b>Below Standard</b> (50-80 points)
<b>Outcomes Rating</b>	<b>Exemplary</b> (175-200 points)	<b>Exemplary</b> (175-200 points)	<b>Exemplary</b> (175-200 points)	<b>Proficient</b> (127-174 points)	<b>Gather Further Information</b>
	<b>Proficient</b> (127-174 points)	<b>Exemplary</b> (175-200 points)	<b>Proficient</b> (127-174 points)	<b>Proficient</b> (127-174 points)	<b>Gather Further Information</b>
	<b>Developing</b> (81-126 points)	<b>Proficient</b> (127-174 points)	<b>Developing</b> (81-126 points)	<b>Developing</b> (81-126 points)	<b>Below Standard</b>
	<b>Below Standard</b> (50-80 points)	<b>Gather Further Information</b>	<b>Below Standard</b> (50-80 points)	<b>Below Standard</b> (50-80 points)	<b>Below Standard</b> (50-80 points)

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## **Data Management System:**

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

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## **Developing and Supporting Educators through Professional Learning**

### **New Educator Induction**

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

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

- 1. Component One: New Educator Induction in August**

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

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

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

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

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

New educators are invited to attend seminars on a variety of topics. Seminars and workshops are developed based on the needs of new educators, are hosted by the district, and provide opportunities for learning and discourse.

**Annual Orientation Program**

Prior to November 15<sup>th</sup>, all staff will participate in an annual orientation to the Educator Evaluation Plan process. Orientation will include introduction to the timeline provided for the full cycle of the evaluation process, including general timing of each step throughout the year. Educators will review key elements of the plan including but not limited to, setting Student Learning Objectives with measureable IAGDs, understanding Stakeholder Feedback and continued review of the *Continuum*. Orientation opportunities can occur at August professional development, faculty meetings, etc. An overview of the career development and growth plans follows

## **Evaluation Informed Professional Learning**

The goal of professional learning opportunities in Granby is to support reflective practice. In Granby all educators must be models of ongoing learning. To that end, goal setting, assessment, reflection and adjustment are cyclical practices that help determine professional development needs in a growth model. Strong drivers of professional learning in the initial implementation years of our continuous improvement plans are the instructional and assessment shifts predicated by the Common Core State Standards which are designed to create college and career ready students for the 21<sup>st</sup> Century, directly linking to Granby's vision.

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

1. Organizes adults into professional learning communities whose goals are aligned to school and district strategic plans and provides educators with the knowledge and skill to collaborate.
2. Requires skillful school and district leaders who guide continuous instructional improvement.
3. Requires resources such as survey data, evaluation data, etc. to support educator learning and collaboration.
4. Uses disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement data.
5. Prepares educators to apply research to decision making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change.
6. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
7. Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
8. Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## **Career Development and Growth Plans**

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

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

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

- 1. District-wide professional development time** – Time will be provided annually to all professionals to collaborate and develop effective teaching and learning practices.
- 2. PLC time** – Granby values the collaborative learning between professionals. As a result grade level and departments are provided with a regularly scheduled professional learning time for collaboration. Professional development opportunities that develop as a result of the continuous improvement cycle used in these meetings is encouraged.
- 3. Coaching** – Educators are encouraged to collaborate with instructional coaches who are available to meet with individuals or teams to engage in collaborative job embedded discourse, observation and feedback of educator and student practice to reflect and learn together, share resources and provide support and assistance for all aspects of learning.
- 4. Action research** – Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvements of instructional

practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.

5. **Educator-led book clubs** – Educators choose research based books aligned with professional goals to share with colleagues and discuss.
6. **Online opportunities** – Online resources and professional development opportunities will be available to staff that can either be self-directed or supported with various offerings/workshops.
7. **Educator-led blogs** – Individuals or teams of educators can create educational blogs. The blogs will be an open forum to colleagues offering an on-going opportunity for professional dialogue on a variety of topics.
8. **Grade level and subject area based professional learning opportunities** – Grade level and subject area workshops will be offered to support the specific needs of grade levels and subject areas.
9. **Leading professional development opportunities** – Professional development opportunities will be offered at the individual school level and district level for educators. Professionals may volunteer to attend these collaborative learning opportunities. Professional development opportunities will be offered in response to educators expressed needs (e.g. new curricula, instructional methods, technology implementations, etc.) as well as district initiatives.
10. **Creation of exemplar professional videos** – Individuals or teams may create professional videos of exemplar teaching practices. Educators will videotape and edit their colleagues engaged in best practices for the purpose of professional development for the district. Educators will design a facilitator’s guide to promote collegial conversation.
11. **Mentoring** – Educators who are identified as a master teacher, who are rated as a 3 or 4, and meet the qualifications specified may apply to become a TEAM mentor for beginning teachers, to guide a student teacher or support a colleague in need of assistance. In addition educators may serve as mentors to colleagues to assist in the development of educator improvement and remediation plans for peers whose performance is rated less than *Effective Practice*.
12. **Peer Sharing/Coaching** – Colleagues pursue goals for improving student performance and professional growth by engaging in an educator-directed process

of pre-observation conferencing, classroom visits revolving around objective data gathering and post-conferencing with feedback and dialogue.

### **Definition of Effectiveness and Ineffectiveness**

An effective educator is one who obtains and maintains a final summative rating of 3 or above. A novice educator shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice educator's career. An educator receiving a summative rating of 1 or 2 will enter the Educator Assistance Process. Failing to successfully complete the EAP will result in an educator being defined as ineffective according to state guidelines.

### **EAP – Educator Assistance Process**

The Granby Public School system believes that educators who are in need of assistance to reach a rating of 3 should be provided with professional development and support. The support process should be collaborative and include the educator, the evaluator and other staff involved directly with that support. The purpose of this assistance plan is to provide the educator with the opportunity and the assistance to improve performance.

A structured assistance plan:

1. Clearly identifies the area(s) of concern;
2. Clearly expresses the evaluator's expectations for improved performance;
3. Outlines a plan for improvement which identifies appropriate resources and helps to assist the educator to improve performance;
4. Provides a monitoring system which includes a specific minimum number of observations and conferences;
5. Provides a reasonable and specific time period in which improvement will be made and a review completed.

### **I. Tenured Educators**

- A. If rated a 1 at summative meeting tenured educators will be deemed ineffective and placed on the intensive support plan for the following school year and:
  1. If the tenured educator has not progressed from the 1 rating after that year they will remain on intensive support for a second year. If at the end of the second year the educator is still rated a 1 they may be recommended for termination. If they are rated a 2 they have one year to advance to a rating of 3;
  2. If that educator has shown growth to be rated a 3 or 4 at the end of the first year of intensive support they will be moved off the educator assistance plan.

- B. If rated a 2 at summative meeting tenured educators will be deemed ineffective and placed on the structured support plan for the following year and:
  1. If the tenured educator remains at a 2 after the structured support year that educator will be moved to the intensive support plan for the following year. After the year on intensive support that educator must show growth to level 3 or 4 or they may be recommended for termination.
  2. If the tenured educator has shown growth to a rating of 3 or 4 after the structured support year they will be moved off educator assistance.
  3. If the tenured educator is rated 1 at the end of the structured support year that educator will be placed on intensive support to demonstrate growth. If growth is less than a level 3 by the end of the year the educator may be recommended for termination.

## II. Non-Tenured Educators:

- A. Non-tenured educators must meet a rating of 3 or 4 for at least two years (one of those being the year of tenure recommendation) in order to be recommended for tenure.
- B. Non-tenured educator that are rated 2 at summative meeting will be placed on the structured support plan for the following year.
- C. Non-tenured educator rated a 1 at any time may be placed on intensive support from the district or may be recommended for termination.

At the end of the period specified in the support plan the evaluator will provide the educator with a formal written assessment, which contains:

- A record of the assistance which has been provided;
- A record of the observations/data and/or conferences conducted held to monitor performance;
- An assessment of performance in the area(s) of concern or deficiency as of the date of the report;
- A statement about areas of concern or deficiency that have been resolved;
- If the final summative rating is a 1 or 2, a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
  - An extension of the terms and limits of the assistance plan;
  - Revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits;
  - Educator moves from structured to intensive support; and,
  - Other administrative actions up to and including recommendation for termination of employment.

- If the final summative rating is a 3 or 4 the educator will be removed from the support plan.

A copy of any written report will be given to the educator, one will be kept by the evaluator and one will be forwarded to central services for inclusion in the personnel files. The educator has the right to review the written report before it is filed and may submit written comments to be filed alongside the form. The educator may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

### **Intensive Support Plan**

Purpose: To provide intensive assistance and support to an educator.

Participant: An educator who has been rated ineffective.

Process:

1. Evaluator and educator meet to define specific areas for improvement within the same timeframe as the initial goal setting conference for all educators. Reasons are provided in writing on the referral and action plan forms.
2. The educator and evaluator will select a tenured peer educator in good standing (rated 3 or 4) to assist with following the plan.
3. Evaluator and peer educator develop a plan which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. The plan will be reviewed with the peer educator and opportunity will be given for input by the peer educator.
4. The educator, evaluator, peer educator and any requested advocates per plan will meet every 30 days for ongoing progress monitoring of the support plans effectiveness.
5. The evaluator, educator and peer educator will review progress at the mid-year conference.
6. If an educator successfully completes the intensive assistance it will be documented on the support plan summary form at end of year conference.
7. If concerns are not resolved, a participant has the right to appeal their concerns through the Dispute Resolution Process.
8. The selected peer educator should be present at all meetings with the educator and evaluator.
9. Evidence regarding progress on plan will be collected by the educator and the evaluator.
10. The Intensive Support plan consists of a minimum of:
  - 3 Formal Classroom Observations during the year;
  - 3 Informal (unannounced) Classroom Observations during the year;

The educator on intensive review may also request a third party validator (available through the state) to observe and review evidence.

The educator shall be given release time with their peer educator to plan and implement strategies for improvement. The educator shall be provided targeted professional development in accordance with the plan. The identified peer educator shall be present during all meetings with evaluator. \*An educator may appeal for a change in a peer educator if a conflict arises.

### **Structured Support Plan**

Purpose: To provide assistance to an educator

Participant: An educator who has been rated developing.

Process:

1. Evaluator and educator meet to define specific areas for improvement. Reasons are provided in writing on the support plan referral and action plan forms.
2. Educator may select a tenured peer educator in good standing to assist with following the plan.
3. Evaluator and educator develop a plan using the support action plan form which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. Plan will be reviewed with the peer educator if applicable and opportunity will be given for input.
4. The educator, evaluator, and any peer educator or requested advocates will have a progress monitoring meeting a minimum of once within 60 days of the initial meeting and a minimum of once within 60 days of the mid-year check in.
5. The evaluator, educator and peer educator (if applicable) will review progress at the mid-year conference.
6. If an educator successfully completes the structured support plan it will be documented on the support plan summary form at either the mid-year or end-of-year conference.
7. If concerns are not resolved, a participant has the right to appeal their concerns to through the Dispute Resolution process.
8. The peer educator may be present at any meetings at the educator's request.
9. Evidence regarding progress on plan will be collected by the educator and the evaluator.

The Structured Support plan consists of:

- 3 Formal Classroom Observations during the year;
- 3 Informal (unannounced) Classroom Observations during the year

## **Dispute Resolution Process**

It is hoped that conflicts can be avoided through thoughtful planning, open communication and calibrated training. On occasion, however, conflicts may arise. In that event, the right of appeal is inherent in the evaluation process and is available to every participant at any point in the process. The appeal procedure is designed to facilitate the resolution of disputes generated by the evaluation process, such as where an evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The success of the educator evaluation process is based upon cooperation and mutual respect of both the educator and evaluator. Resolutions must be topic specific and timely.

Starting in the 2014-2015 school year, a panel composed of the Superintendent, teacher union president and a neutral third party shall resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The district may choose alternatives such as a district panel of equal management and union members, the district professional development committee, or a pre-approved expert from a RESC so long as the superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

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**Appendix A:**  
***Granby Public Schools Professional Educator and Specialist Growth  
Continuums***

# Granby Public Schools



## Granby Professional Educator Growth Continuum

## Granby Educator Growth Continuum Summary of Focus Areas and Indicators

Focus Area	Indicators
<b>1. Planning Active Learning</b>	<ul style="list-style-type: none"> <li>1.1 Organizes the physical classroom</li> <li>1.2 Creates and implements behavioral expectations</li> <li>1.3 Develops plans and objectives that are appropriately sequenced and aligned with district curriculum and/or state standards</li> <li>1.4 Plans for differentiated learning experiences and assessments</li> </ul>
<b>2. Instruction</b>	<ul style="list-style-type: none"> <li>2.1 Implements instructional strategies that lead students to construct and apply new learning</li> <li>2.2 Communicates learning expectations and assessment criteria</li> <li>2.3 Provides feedback to enhance learning</li> <li>2.4 Monitors and adjusts instruction to respond to student performance</li> </ul>
<b>3. Professional Responsibility</b>	<ul style="list-style-type: none"> <li>3.1 Conducts oneself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices).</li> <li>3.2 Communicates with students and families to support student learning</li> <li>3.3 Engages in reflection, continuous professional growth and collaboration to impact instruction and student learning</li> </ul>

## Granby Educator Growth Continuum 2018-2019

The following *Continuum* has three focus areas based on the CCT. Within each focus area are specific indicators for educator practice. For each indicator there is **summative** language, **formative** language, and examples. The **summative** language describes the overall expectations for the focus area and will be used to summarize the **formative** evidence collected throughout the year. The **formative** language describes what the educator should be able to do/show for each focus area. The **modality** listed for each indicator (observations, conversations, or artifacts) describes the primary method evaluators will use to collect the evidence for that indicator. Possible examples for the types of evidence used are provided. Lastly, the **learning principle(s)** connected to the focus area is/are listed.

**Focus Area 1: Planning Active Learning**

Focus Area 1	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<p><b>1.1:</b> <b>Summative:</b> Organizes the physical classroom</p>		<p>Educator utilizes student input when possible to organize classroom spaces and resources to support the learning of all students.</p>	<p>Educator organizes the classroom spaces and resources to support the learning of all students.</p>	<p>Educator organizes the classroom spaces or resources to support the learning of students.</p>	<p>Educator does not organize the classroom space or resources to support student learning.</p>
<p><b>1.1:</b> <b>Formative:</b> Organizes the physical classroom</p>	<p>Observation  Conversation  Artifacts</p>	<p>All students can see, hear, or access the educator, media, and peers. Classroom furniture and materials are set up to support movement of, collaboration between, or independent work of students. Materials to be used by students are purposefully placed for appropriate student access. Student input to the classroom environment is evident.</p>	<p>All students can see, hear, or access the educator, media, and peers. Classroom furniture and materials are set up to support movement of, collaboration between, or independent work of students. Materials to be used by students are purposefully placed for appropriate student access.</p>	<p>All students can see, hear, or access the educator, media, and peers. Classroom furniture and materials are set up with minimal consideration given to the student task. Materials to be used by students are placed for student access.</p>	<p>Not all students can see, hear, or access the educator, media, and peers. Classroom furniture and material may impede movement of, collaboration between, or independent work of students. Materials are inaccessible. Classroom environment stifles engagement.</p>
<p><b>Possible examples/evidence:</b></p>	<p>Students can see and hear the educator and media; educator can see and hear students; flexible or varied arrangement of seating; materials for students to use are out or labeled; student work on walls; conversation with educator about planning for lesson; asking students for input to solve logistic issues; allowing students to have input into classroom arrangement, classroom materials, etc.</p>				
<p><b>Learning Principles:</b></p>	<p>1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning. 3: Have choices, engage in exploration and practice, and demonstrate perseverance.</p>				

Focus Area 1	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>1.2: Summative:</b> Creates and implements behavioral expectations		Educator and students collaboratively establish and implement effective behavioral expectations and routines that support learning.	Educator establishes and implements behavioral expectations and routines that support learning.	Educator establishes behavioral expectations and routines but fails to appropriately address undesirable student behaviors.	Educator fails to establish and/ or implement behavioral expectations and routines.
<b>1.2: Formative:</b> Creates and implements behavioral expectations	Observation Conversation	Evidence that teacher and students have developed and follow behavioral norms and expectations; efficient routines, transitions, procedures for passing out/collecting materials maximizes learning time; evidence that students feel valued and respected; classroom management is proactive; educator facilitates an environment where students are comfortable respectfully redirecting peers as well as celebrating successes.	Evidence that teacher has clearly communicated behavioral expectations and students follow them; efficient routines, transitions, procedures for passing out/collecting materials maximizes learning time; evidence that students feel valued and respected; classroom management is proactive.	Lacks evidence that teacher has communicated behavioral expectations, or teacher inconsistently enforces student behavior; routines, transitions, procedures for passing out/collecting materials may interfere with learning time; classroom management is reactive.	Lacks evidence that teacher has set behavioral expectations; teacher disregards negative student behavior; no evidence of expectations for routines, transitions, procedures for passing out/collecting materials; classroom management is ineffective.
<b>Possible examples/evidence:</b>	Classroom rules are posted, students are aware of and participate in transitions, routines, and passing out or collecting materials; students remind others of classroom rules; students work well with each other; educator greets students by name as they enter class; educator treats students equally in similar situations; educator uses and models respectful ways to interact with students; educator acknowledges and celebrates positive behaviors.				
<b>Learning Principles:</b>	<ol style="list-style-type: none"> <li>1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning.</li> <li>2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</li> <li>3: Have choices, engage in exploration and practice, and demonstrate perseverance.</li> </ol>				

Focus Area 1	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>1.3: Summative:</b> Develops plans and objectives that are appropriately sequenced and aligned with district curriculum and/ or state standards.		Educator develops plans and objectives that address essential learning, build on prior skills and knowledge, and lead to the incorporation of real-world critical thinking.	Educator develops plans and objectives that address essential learning, build on prior skills and knowledge, and incorporate opportunities for students to apply their learning.	Educator develops plans and objectives that do not incorporate opportunities for students to apply their knowledge.	Educator develops plans and objectives that are ineffective or not aligned with curriculum.
<b>1.3: Formative:</b> Develops plans and objectives that are appropriately sequenced and aligned with district curriculum and/ or state standards.	Artifact Review  Conversation	Lesson plans and objectives are: appropriately sequenced, aligned to the district curriculum, based on students' prior knowledge and skills, and build toward student incorporation of critical thinking about real-world problems.	Lesson plans and objectives are: appropriately sequenced, aligned to the district curriculum, based on students' prior knowledge and skills, and build toward student application of learning.	Lesson plans are appropriately sequenced; all lesson plans are aligned to the district curriculum; lesson plans may be based on assumptions of students' prior knowledge. Lesson plans build toward student's recall of learning.	Lesson plans are not appropriately sequenced; lesson plans are not aligned to the district curriculum; lesson plans are not based on students' prior knowledge and skills.
<b>Possible examples/ Evidence:</b>	Lesson plans, evidence of data that informed planning, student assignments, assessments, or student work, assessment calendar, district curriculum, state standards are visible (in the lesson plan).				
<b>Learning Principles:</b>	4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways 5: Build upon prior knowledge, make connections, and transfer learning to new situations. 6: Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.				

Focus Area 1	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>1.4: Summative:</b> Plans for differentiated learning experiences and assessments		Educator utilizes a variety of appropriate data to plan for diverse learning experiences and assessments	Educator utilizes appropriate data to plan for diverse learning experiences and assessments	Educator utilizes limited or inappropriate data to plan for learning experiences and assessments or Educator attempts to use data but does not appropriately use it to plan for differentiated learning experiences or assessments.	Educator does not use data or incorporates inappropriate data to plan for differentiated learning experiences or assessments.
<b>1.4: Formative:</b> Plans for differentiated learning experiences and assessments	Conversation  Artifact Review	Educator can explain why specific data was chosen and how it was utilized; data is appropriate and from varied sources; teacher anticipates student misconceptions, educator plans for varied learning experiences based on level, learning style, and/or ability level; educator's plans include appropriate, differentiated assessments.	Educator can explain why specific data was chosen and how it was utilized; data is appropriate but from similar sources; educator plans for varied learning experiences based on level, learning style, or ability level; educator's plans include modified assessments.	Educator uses one source or inappropriate data to inform instruction, educator plans the same learning experience for all students, educator's plans include modified assessments only when required by law (such as an IEP)	Educator does not use data or uses inappropriate data to inform instruction; educator plans for the same learning experience for all students; educator's plans include the same assessment to all students
<b>Possible examples/evidence:</b>	Differentiated assessments, homework and classwork; provides enrichment activities; provides assistance and strategies with struggling students; provide available tools and digital resources for individual student needs.				
<b>Learning Principles:</b>	<p>2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</p> <p>3: Have choices, engage in exploration and practice, and demonstrate perseverance.</p> <p>4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways.</p> <p>5: Build upon prior knowledge, make connections, and transfer learning to new situations.</p> <p>6: Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.</p>				

## Focus Area 2: Instruction

Focus area 2	Primary Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<p><b>2.1: Summative:</b> Implements instructional strategies that lead students to construct and apply new learning.</p>		<p>Educator implements effective, purposeful, varied and scaffolded instructional strategies that promote student engagement. Students influence the direction and outcome of their learning.</p> <p>Strategies engage students to transfer new learning through the use of critical-thinking and problem-solving skills to new or different content, applications, or contexts.</p>	<p>Educator implements effective, purposeful, varied and scaffolded instructional strategies that promote student engagement.</p> <p>Strategies engage students to transfer new learning through the use of critical-thinking and problem-solving skills to new or different content, applications, or contexts.</p>	<p>Educator implements strategies that only require minimal engagement by students. Students may be compliant/passive.</p> <p>Strategies engage students primarily in learning and applying lower-level skills, with few opportunities for analyzing, evaluating, or creating new learning.</p>	<p>Educator implements strategies that don't engage students and have limited consideration of student learning needs.</p> <p>Strategies engage students primarily in lower-level skills.</p>
<p><b>2.1: Formative:</b> Implements instructional strategies that lead students to construct and apply new learning.</p>	<p>Observation</p> <p>Conversation</p> <p>Artifact</p>	<p>Educator introduces new concepts, models application of the skill, provides scaffolded instruction and varied modalities to meet all student learning needs, enabling students to create new learning.</p> <p>The learning experience is structured so students have the opportunity to discover and build their own meaning, engage in student-to-student discourse and self-inquiry through a variety of techniques.</p>	<p>Educator introduces new concepts, models application of the skill, provides scaffolded instruction and varied modalities to meet all student learning needs, enabling students to apply new learning independently and to engage in a combination of student to student and educator to student discourse through a variety of techniques.</p>	<p>Educator introduces new concepts, models application of skill and provides instruction to meet the needs of some students, but does not give the opportunity for students to apply new learning.</p> <p>Discourse is educator directed - students answer teacher-directed questions.</p>	<p>Educator introduces a new concept in one modality, mostly teacher led with minimal opportunity for student participation.</p> <p>Educator dominates discussion and primarily provides information to students and mediates questions and answers.</p>

<b>Possible examples/evidence:</b>	Group work, workshop model, turn and talk, modeling, think-alouds, student practice time, lists of higher order thinking questions, copy of task that is open ended and requires student to transfer knowledge, lesson plans containing differentiated questions and activities to meet the needs of various learners, copies of exit tickets, station directions and student work, data about student needs, notes of various questions at different levels of complexity, various levels of material, variety of instructional strategies, students asked to defend answers with details, students at different stations, lesson plans with QFT (question, focus, topic) notes, observed modeling and demonstration
<b>Learning Principles:</b>	<ol style="list-style-type: none"> <li>1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning.</li> <li>2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</li> <li>4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways.</li> <li>5: Build upon prior knowledge, make connections, and transfer learning to new situations.</li> </ol>

<b>Focus Area 2</b>	<b>Primary Modality</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>2.2 Summative:</b> Communicates learning expectations and assessment criteria.		Educator provides clear expectations and guides students to articulate the instructional purpose of the learning experience; Encourages students to link the new learning to their own interests.	Educator provides clear expectations in which students participate in the lesson and demonstrate understanding of the outcomes of the newly learned skills.	Educator provides expectations that allow students to complete the provided task successfully.	Educator does not provide clear expectations affecting student outcomes.

<b>2.2 Formative:</b> Communicates learning expectations and assessment criteria	Observation Conversation Artifacts	Objectives for learning and assessment criteria are clearly defined, communicated throughout the lesson, and lead to the understanding of big ideas.  Students articulate their own understandings of the learning objectives and how the objective is applied to their learning.	Objectives for learning and assessment criteria are clearly defined and communicated at the beginning and end of the lesson.  Students articulate their own understandings of the learning objective.	Objectives for learning and assessment criteria are clearly defined and communicated at the beginning of the lesson, but not referred back to.  Students can recite the learning objective.	Learning objectives and assessment criteria are not defined and/or not communicated to students.  Students confuse task with learning objective.
<b>Possible examples/evidence:</b>	Objective on board or in PowerPoint and communicated to/with students, picture of an objective, lesson plan with objective listed and student work connections, exit ticket showing student learning, electronic documentation of feedback, copies of rubrics and data about student learning, hearing students respond to questions about the objective, educator and student statements, notes closure, observed turn and talk opportunities, students restate objectives in own words.				
<b>Learning Principles:</b>	5: Build upon prior knowledge, make connections, and transfer learning to new situations. 6: Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.				

Focus Area 2	Primary Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>2.3 Summative:</b> Provides feedback to enhance learning.		Educator provides feedback that furthers student learning, facilitates curiosity of content, and extends critical thinking.	Educator provides feedback that furthers student learning.	Educator provides general feedback that does not promote student learning.	Educator provides feedback that is unrelated, infrequent, and/or inaccurate and does not impact student learning.

<b>2.3 Formative:</b> Provides feedback to enhance learning.	Observation Conversation Artifacts	Educator provides feedback through group discussion, individual conferencing, or written feedback and challenges students to evaluate their success and set future learning/performance/ goals.	Educator provides feedback through group discussion, individual conferencing, or written feedback to improve student learning/performance.	Educator provides general feedback through group discussion, individual conferencing, or written feedback but does not help the student improve learning/performance.	Educator provides ineffective feedback that does not improve student learning/performance.
<b>Possible examples/evidence:</b>	Conferencing notes for each student, student goals, observed conferencing, observed use of feedback discussions, student learning goals used and referred to.				
<b>Learning Principles:</b>	2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback				

Focus Area 2	Primary Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>2.4 Summative:</b> Monitors and adjusts instruction to respond to student performance.		Educator monitors the progress of students and adjusts instructional strategies to support and enrich a range of learning needs.	Educator monitors the progress of students and adjusts instructional strategies to support a range of learning needs.	Educator provides instruction based on general classroom learning needs, monitors whole class development of skills. Adjustments focus primarily on pacing and procedures.	Educator predominantly relies on one instructional method for all students. Few instructional adjustments are made.

<p><b>2.4 Formative:</b> Monitors and adjusts instruction to respond to student performance.</p>	<p>Observation Conversation Artifacts</p>	<p>Educator assesses student understanding of concept throughout the lesson and re-teaches or challenges students as appropriate to ensure understanding for all students.</p>	<p>Educator assesses student understanding of concept throughout the lesson and re-teaches students as appropriate to ensure understanding for all students.</p>	<p>Educator assesses student understanding at the conclusion of a lesson, focus is primarily on re-teaching for understanding.</p>	<p>Educator may use summative but not formative assessment.  Educator waits to assess student understanding until the end of the unit.</p>
<p><b>Possible examples/evidence:</b></p>	<p>Performance chart or conference record, lesson plans with check for understanding such as entrance and exit tickets, reflection journals/blogs, regrouping students in small groups for intervention/enrichment, educator adjusts/augments during the lesson.</p>				
<p><b>Learning Principles:</b></p>	<p>3: Have choices, engage in exploration and practice, and demonstrate perseverance.</p>				

### Focus Area 3: Professional Responsibilities

Focus Area 3	Primary Modality		Effective Practice		Ineffective Practice
<b>3.1: Summative</b> Conducts oneself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices).	Observation Conversation		Conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for Educators.		Has violated one or more indicators of the Connecticut's Code of Professional Responsibility for Educators.

Focus Area 3	Primary Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>3.2: Summative</b> Communicates with students and families to support student learning.		Communicates proactively with families and students about learning expectations and student academic or behavioral performance. Develops positive relationships with families to promote student success.	Communicates with families and students about student academic or behavioral performance through required reports and conferences. Attempts to build relationships through additional communications.	Communication with families and students about student academic or behavioral performance is limited to required reports and conferences.	Communication with families and students regarding student academic or behavioral performance does not occur.
<b>3.2: Formative</b> Communicates with students and families to support student learning.	Artifacts Conversation	Educator uses a variety of approaches to communicate the needs, potential learning opportunities, successes and commendations of the students.	Educator uses a variety of approaches to communicate the needs and learning goals for the students.	Educator provides limited information to enhance student learning.	Educator does not provide information to enhance student learning.

<b>Possible examples/evidence</b>	Educator Open House PowerPoint with clear learning goals, behavioral expectations and communication processes; collaboratively developed classroom rules/expectations with students; contact parents at start of year with welcome message; invite parents to parent conferences; newsletters; open house expectations; emails to parents; student meetings; unit updates of what is coming; phone logs of calls to parents; uses communications to build relationships and contribute to a positive school climate; syllabus etc.
<b>Learning Principles</b>	1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning 2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback

<b>Focus Area 3</b>	<b>Primary Modality</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>3.3: Summative</b> Engages in reflection, continuous professional growth and collaboration to impact instruction and student learning		Collaborates on an on-going basis to review, analyze, and interpret academic or behavioral assessment data to monitor and adjust instruction to improve student learning. Proactively seeks feedback and reflects on lesson effectiveness and applies reflections/feedback to future lessons to improve student learning.	Collaborates with colleagues on an on-going basis to review, analyze, and interpret academic or behavioral assessment data to monitor and adjust instruction to improve student learning.	Meets with colleagues to review, analyze, and interpret academic or behavioral assessment data and sharing results in some adjustment of instructional practices.	Meets with colleagues to review academic or behavioral data, but sharing does not result in adjustment in instructional practice.
<b>3.3: Formative</b> Engages in reflection and continuous professional growth to impact instruction and student learning	Observation Artifacts Conversation	Proactively shares a variety of resources, data and student work with colleagues to address problems, inform planning and/or differentiating instruction.	Shares a variety of resources, data and student work that are used to inform planning and/or differentiating instruction.	Limited sharing of resources, data and student work that is used minimally to inform planning or instruction.	Limited sharing of resources, data and/or student work. Does not use feedback to inform planning or adjust instruction.

<b>Possible examples/ evidence</b>	Use reflection and self-evaluation to analyze practice; review student work and data as part of reflection; seek out and engage in learning opportunities to enhance skills and facilitate student learning; collaborates with colleagues in PLC or team meetings; shares effective instructional strategies; reflect on evaluation feedback to determine areas for growth; educator brings reflections based on data and asks for collegial feedback; educator is responsive and receptive to peer and feedback etc.
<b>Learning Principles</b>	<ol style="list-style-type: none"> <li>1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning</li> <li>2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback</li> <li>3: Have choices, engage in exploration and practice, and demonstrate perseverance</li> <li>4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways</li> <li>5: Build upon prior knowledge, make connections, and transfer learning to new situations</li> <li>6: Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence</li> </ol>

# Granby Public Schools



## Granby Specialist Growth Continuum

## Granby Specialist Growth Continuum Summary of Focus Areas and Indicators

Focus Area	Indicators
<b>1. Planning, Program Development and Management</b>	<b>1.1</b> Plans, develops, organizes and maintains programs consistent with guidelines, policies and procedures <b>1.2</b> Assesses, scores, evaluates, and interprets data from a variety of sources
<b>2. Direct Service/ Instruction/Practice</b>	<b>2.1</b> Provides intervention or instruction that promotes student learning and development <b>2.2</b> Creates and implements behavioral expectations that support the learning environment and/or student growth <b>2.3</b> Promotes environment that is respectful of individual needs and backgrounds <b>2.4</b> Plans, monitors and adjusts instruction to respond to student performance <b>2.5</b> Maintains communication and rapport with students and/or families
<b>3. Collaboration/ Consulting/Coaching</b>	<b>3.1</b> Collaborates with colleagues through ongoing communication and feedback to enhance student learning
<b>4. Professional Practice &amp; Responsibility</b>	<b>4.1</b> Conducting oneself as a professional in accordance with the Connecticut Code of Responsibility for Educators (CCT Code of Code of Ethics and BOE policies and appendices) <b>4.2</b> Reflects and evaluates professional practice to enhance student outcomes <b>4.3</b> Demonstrates knowledge of best practices in specialty area of the profession

## Granby Specialists Growth Continuum 2018-2019

The following *Continuum* has four focus areas based on the CCT. Within each focus area are specific indicators for educator practice. For each indicator there is **summative** language, **formative** language, and examples. The **summative** language describes the overall expectations for the focus area and will be used to summarize the **formative** evidence collected throughout the year. The **formative** language describes what the educator should be able to do/show for each focus area. The **modality** listed for each indicator (observations, conversations, or artifacts) describes the primary method evaluators will use to collect the evidence for that indicator. Possible examples for the types of evidence used are provided. Lastly, the **learning principle(s)** connected to the focus area is/are listed.

Educators who are guidance counselors, school psychologists, school social workers, speech and language specialists, instructional coaches, media/technology educators (if applicable – based on mutual agreement between evaluator and educator) and special education teachers will be evaluated with this *Continuum*.

## Focus Area 1: Planning, Program Development and Management

Focus Area 1	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>1.1 Summative</b> Plans, develops, organizes, and maintains programs consistent with guidelines, policies, and procedures		The specialist takes a leadership role in planning, coordinating, and implementing a program consistent with guidelines, policies, and procedures.	The specialist effectively plans, coordinates, and implements a program consistent with guidelines, policies, and procedures.	The specialist participates when approached in planning, developing, and implementing and following up on a program.	The specialist does not participate in the full cycle of service delivery.
<b>1.1 Formative Summative</b> Plans, develops, organizes, and maintains programs consistent with guidelines, policies, and procedures	Artifact Conversation	The specialist seeks/selects and, if necessary, develops resources in combination with programs compatible with student needs.  The specialist shares expertise and maintains student/program records that are timely, accurate, and thorough.	The specialist seeks/selects resources in combination with programs compatible with student needs.  The specialist maintains student/program records that are timely, accurate, and thorough.	The specialist selects programs that are not always compatible with student needs.  The specialist's records and reports show inconsistency in timeliness, accuracy, and/or thoroughness.	The specialist selects programs that are not compatible with student needs.  The specialist fails to complete records and reports in a timely, accurate, and/or thorough manner.
<b>Examples and possible evidence</b>	Lesson plans, evidence of data that informed planning, student assessments and assignments, behavior logs, progress monitoring, clinical notes, consent to speak with other professionals, consent for reevaluations, record keeping logs (phone log, email contact) resources available regarding current intervention/support models, current intervention strategies and practices				
<b>Learning Principles</b>	<ol style="list-style-type: none"> <li>1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning.</li> <li>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</li> <li>3. Have choices, engage in exploration and practice, and demonstrate perseverance.</li> </ol>				

<p><b>1.2 Summative</b> Assesses, scores, evaluates, and interprets data from a variety of sources</p>		<p>The specialist provides both statistical and anecdotal evidence of successful objective completion.</p> <p>The specialist is adept at selecting, administering, and analyzing data from instruments or records and serves as a resource to others to build their capacity.</p>	<p>The specialist assesses and documents attainment of program objectives.</p> <p>The specialist demonstrates proficiency at selecting, administering, and analyzing data from instruments or records.</p>	<p>The specialist maintains a record of program objective completion, but has weak or incomplete documentation.</p> <p>The specialist requires assistance with instruments or data interpretation when needed.</p>	<p>The specialist does not complete necessary documentation of program objectives.</p> <p>The specialist does not appropriately administer or accurately interpret data from instruments, and fails to seek assistance.</p>
<p><b>1.2 Formative</b> Assesses, scores, evaluates and interprets data from a variety of sources.</p>	<p>Artifact Conversations</p>	<p>Specialist appropriately selects and administers assessment instruments while following required protocols.</p> <p>Specialist provides comprehensive data to support proposed recommendations for student programming.</p>	<p>Specialist appropriately selects and administers assessment instruments while following required protocols.</p> <p>Specialist provides sufficient data to support proposed recommendations for student programming.</p>	<p>Specialist requires assistance/consultation in selecting and administering appropriate assessment instruments while following required protocols.</p> <p>Specialist provides minimal data to support proposed recommendations for student programming.</p>	<p>Specialist lacks current knowledge in selecting appropriate assessment instruments.</p> <p>Specialist provides minimal data to support proposed recommendations for student programming.</p>
<p><b>Examples and possible evidence</b></p>	<p>Clinical/diagnostic reports, observational reports, behavioral assessments, comprehensive analysis between data and programs, recommendations made based on outcomes of an evaluation/analysis of student performance</p>				
<p><b>Learning Principles</b></p>	<p>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</p>				

**Focus Area 2: Direct Service/Instruction/Practice**

Focus Area 2	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<p><b>2.1 Summative</b> Provides intervention or instruction that promotes student learning and development</p>		<p>The specialist implements effective instructional/intervention strategies that are purposeful, varied and scaffolded which promote student ownership of learning.</p>	<p>The specialist implements effective instructional/intervention strategies that are purposeful, varied and scaffolded.</p>	<p>The specialist implements instructional/ intervention strategies that are based on general knowledge or data about student learning.</p>	<p>The specialist utilizes content with limited consideration of student learning needs.</p>
<p><b>2.1 Formative</b> Provides intervention or instruction that promotes student learning and development</p>	<p>Observation Conversation Artifact</p>	<p>Specialist was observed using sequential instructional strategies (i.e. introducing concepts, modeling the application of skill, and providing scaffolded instruction) while demonstrating flexibility and using varied modalities to meet student learning needs.</p> <p>The students are able to express and apply their learning.</p>	<p>Specialist was observed using sequential instructional strategies (i.e. introducing concepts, modeling the application of skill, and providing scaffolded instruction) while demonstrating flexibility and using varied modalities to meet student learning needs.</p> <p>The students are able to apply their learning.</p>	<p>Specialist may not have used sequential instructional strategies (i.e. introducing new concepts, modeling application of skill, and providing instruction) to meet the needs of most students.</p>	<p>Specialist did not use sequential instructional strategies (i.e. introducing new concepts, modeling application of skill, and providing instruction) to meet the needs of most students.</p> <p>Specialist introduced new concepts mostly in one modality and/or led with minimal opportunity for student participation.</p>
<p><b>Examples and possible evidence</b></p>	<p>Student practice time, modeling, skill-based application, timely/accurate feedback, exit tickets, data about student, variety of instructional strategies, various levels of materials, data about student needs, various modalities to activate student engagement</p>				

<b>Learning Principles</b>	<ol style="list-style-type: none"> <li>1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning.</li> <li>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</li> <li>4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways.</li> <li>5. Build upon prior knowledge, make connections, and transfer learning to new situations.</li> </ol>
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<b>2.2 Summative</b> Creates and implements behavioral expectations that support the learning environment and/or student growth		Expectations and consequences for behavior are clearly established and implemented with evidence of student input.	Expectations and consequences for behavior are clearly established and implemented.	Expectations and consequences for behavior are established, but with little evidence of being reinforced or applied.	Expectations and consequences for behavior are not evident, or may be inappropriate.
<b>2.2 Formative</b> Creates and implements behavioral expectations that support the learning environment and/or student growth	Observation Artifact Conversation	Specialist collaborates with students to develop and follow behavioral norms and proactively manages behavioral expectations.  Transitions and procedures are efficient and support learning.  Evidence that the specialist has established rapport  In groups, students respectfully intervene with peers to support a positive learning environment	The Specialist develops, communicates and proactively manages behavioral expectations.  Transitions and procedures are efficient and support learning.  Evidence that the specialist has established rapport.  Behavior Management is proactive to support a positive learning environment.	Specialist is inconsistent in communicating and enforcing student behavior expectations.  Transitions and procedures may interfere with learning time  Behavior management is reactive	Specialist has set behavioral expectations but disregards or contributes to negative student behavior;  Transitions and procedures interfere with learning time  Behavior management is ineffective

<b>Examples and possible evidence</b>	Mutual behavioral expectations that are posted, students aware of and participating in routines, students respectfully intervening with or celebrating peers, specialist treating students equally in similar situations, specialist using respectful ways to interact with students, specialist acknowledging and celebrating positive behaviors.
<b>Learning Principles</b>	6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

<b>2.3 Summative</b> Promotes environment that is respectful of individual needs and backgrounds		Specialist and students are respectful and supportive of others' individual needs and backgrounds.  The physical and visual organization of the classroom or office maximizes safety and student learning.	Specialist and students are respectful of others' individual needs and backgrounds.  The physical and visual organization of the classroom or office supports safety and student learning.	Specialist responds to behaviors that show lack of respect of others' individual needs and backgrounds.  The physical and visual organization of the classroom or office may interfere with safety and student learning.	Specialist does not respond to behaviors that show lack of respect of others' individual needs and backgrounds.  The physical and visual organization of the classroom or office interferes with safety and student learning.
<b>2.3 Formative</b> Promotes environment that is respectful of individual needs and backgrounds	Observation  Conversation	All students can see, hear, or access the specialist, media and peers.  Furniture and materials are set up to appropriately maximize student learning.  Materials to be used by students are purposefully placed for appropriate student access.  Routines regarding emotional safety are established, posted, and demonstrated by students and specialist.	All students can see, hear, or access the specialist, media and peers.  Furniture and materials are set up to support student learning.  Materials to be used by students are available for student access.  Routines regarding emotional safety are established by students and specialist.	Most students can see, hear, or access the specialist, media and peers.  Furniture and materials are set up to minimally support student learning.  Materials to be used by students are available, but not convenient for student access.  Routines regarding emotional safety are established, but not implemented.	Not all students can see, hear, or access the specialist, media and peers.  Furniture and materials do not support student learning.  Materials to be used by students are not available for student access.  Routines regarding emotional safety are not established.

<b>Examples and possible evidence</b>	Students can see specialist and media, and specialist can see and hear students. Where possible, flexible or varied arrangement of seating, materials for students readily available. Routines are posted/visible.
<b>Learning Principles</b>	<ol style="list-style-type: none"> <li>1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning.</li> <li>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</li> <li>3. Have choices, engage in exploration and practice, and demonstrate perseverance.</li> </ol>

2.4 Summative Plans, monitors and adjusts instruction to respond to student performance		Specialist plans, implements and adjusts instructional strategies, monitors the progress of individuals and groups of students, and provides support and/or enrichment to address all learning needs.	Specialist plans, implements and adjusts instructional strategies, and monitors the progress of individuals and groups of students.	Specialist plans and provides instruction based on the general level of student performance.	Specialist plans and program are disconnected. Specialist predominantly relies on one instructional method for students.
2.4 Formative Plans, monitors and adjusts instruction to respond to student performance	Observation Artifacts Conversations	<p>Specialist plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and / or application to other situations.</p> <p>Specialist assesses student understanding of concepts throughout the lesson and re-teaching or challenging students, as appropriate, to ensure understanding for all students.</p>	<p>Specialist plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning.</p> <p>Specialist assesses student understanding of concepts throughout the lesson and re-teaching or challenging students as appropriate to ensure understanding for all students.</p>	<p>Specialist plans instructional strategies and tasks aligned with program goals/student learning needs.</p> <p>Specialist assesses student understanding at the conclusion of a lesson.</p> <p>Focus is primarily on re-teaching for understanding and does not provide enrichment if needed.</p> <p>Adjustments to instruction are based primarily on pacing and procedures.</p>	<p>Planned tasks do not align with program/student goals.</p> <p>Specialist does not assess student understanding. Few instructional adjustments are made.</p>

		Specialist anticipates possible areas of difficulty and prepares alternative materials as needed.	Adjustments are made based on formative data.		
<b>Examples and possible evidence</b>	Checks for comprehension, exit tickets to assess understanding, ongoing student check-ins (thumbs up/down, etc.), redirection, provides tools and/or digital resources, lesson plans contain evidence of varied instructional strategies, differentiated materials/activities to meet all needs				
<b>Learning Principles</b>	3. Have choices, engage in exploration and practice, and demonstrate perseverance.				

2.5 Summative Maintains communication with students and/or families		The specialist communicates proactively with students and/or families about learning expectations and student academic or behavioral performance.  The specialist develops positive relationships with families to promote student success.	The specialist communicates with students and/or families about learning expectations and student academic or behavioral performance through required reports and conferences.  The specialist attempts to build relationships through additional communication.	The specialist's communication with students and/or families about learning expectations and student academic or behavioral performance is limited to required reports and conferences.	The specialist shows no or infrequent communication with student and/or families regarding student progress.
2.5 Formative Maintains communication with students and/or families	Artifact  Conversation	Specialist personalizes the communication techniques based on parent relationship to address student needs and goals	Specialist communicates through various methods to address the needs and learning goals for students.	Communication is made available, however, there is limited information provided to address student learning.	Communication is limited and is not designed to provide information and feedback to address student learning.
<b>Examples and possible evidence</b>	Clear learning goals and objectives shared with families and students, behavioral expectations and communication processes, parent conferences/home-school collaborative meetings, emails to parents, student meetings, phone logs of calls to parents, evidence of collaboration with colleagues to build parent relationships				

<b>Learning Principles</b>	<ol style="list-style-type: none"><li data-bbox="323 175 1944 237">1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning.</li><li data-bbox="323 245 1976 306">2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</li></ol>
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**Focus Area 3: Collaboration/Consulting/Coaching**

Focus Area 3:	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<p><b>3.1 Summative</b> Collaborates with colleagues through ongoing communication and feedback to enhance student learning</p>		<p>Specialist consistently makes a substantial contribution to the professional community, and develops collaborative relationships with colleagues that are characterized by mutual support and cooperation.</p> <p>Specialist provides targeted and supportive consultative feedback that supports interventions in the classroom to directly support student learning.</p>	<p>Specialist forms collaborative relationships with colleagues that are characterized by mutual support and cooperation.</p> <p>Specialist provides ongoing feedback to support colleague practice to support student learning.</p>	<p>Specialist makes limited contributions to the collaborative relationship with colleagues.</p> <p>Specialist observes, but does not address areas of concern or focus that would be beneficial to student learning.</p>	<p>Specialist is a non-contributing member who resists opportunities to collaborate with colleagues.</p> <p>Specialist does not provide feedback or ongoing communication to colleagues.</p>
<p><b>3.1 Formative</b> Collaborates with colleagues through ongoing communication and feedback to enhance student learning</p>	<p>Observation Conversation Artifact</p>	<p>Evidence of contributions to learning/school community</p> <p>Contributes effective/ research-based, personalized and productive strategies to enhance student learning</p> <p>Models the interpersonal skills to create a collaborative/ supportive environment, in which the specialist will accept and provide feedback, challenge ideas, and communicate in a positive way with multiple stakeholders</p>	<p>Contributes effective/ research-based and productive strategies to enhance student learning</p> <p>Demonstrates interpersonal skills that create an environment, in which the specialist will accept feedback, challenge ideas, and effectively communicate with multiple stakeholders</p> <p>Participates in collegial conversations to enhance student learning.</p>	<p>Occasionally contributes strategies to support student learning</p> <p>Inconsistently demonstrates interpersonal skills to create an environment in which the specialist will accept feedback, challenge ideas, and effectively communicate with multiple stakeholders</p>	<p>Does not contribute strategies to support student learning</p> <p>Unaware of the impact his/her interpersonal skills have on the ability to enhance learning</p>

		Proactively seeks opportunities to engage in collegial conversations to enhance student learning.			
<b>Examples and possible evidence</b>	Active contributions to multiple meetings/setting/stakeholders, shares strategies with colleagues to promote student learning, utilizes interpersonal skills to communicate ideas with colleagues, brings reflections based on data and asks for collegial feedback, is responsive and receptive to peers and feedback				
<b>Learning Principles</b>	<ol style="list-style-type: none"> <li>1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;</li> <li>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;</li> <li>3. Have choices, engage in exploration and practice, and demonstrate perseverance;</li> <li>4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;</li> <li>5. Build upon prior knowledge, make connections, and transfer learning to new situations; and,</li> <li>6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.</li> </ol>				

**Focus Area 4: Professional Practice & Responsibility**

Focus Area 4:	Modality	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>4.1 Summative</b> Conducting oneself as a professional in accordance with the Connecticut Code of Responsibility for Educators (CCT Code of Ethics and BOE policies and appendices)	Observation		Conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for educators.		Has violated one or more indicators of the Connecticut's Code of Professional Responsibility for educators.

<b>4.2 Summative</b> Reflects and evaluates professional practice to enhance student outcomes		Specialist demonstrates a commitment to further his/her professional practice and that of his/her peers through reflection and participation in growth opportunities.	Specialist demonstrates a commitment to further his/her professional practice through reflection and participation in growth opportunities.	Specialist engages in reflection of his/her professional practice and is beginning to apply this knowledge to seek growth opportunities.	Specialist does not engage in reflection of his/her professional practice or seek opportunities to address professional needs.
<b>4.2 Formative</b> Reflects and evaluates professional practice to enhance student outcomes	Artifact Conversation	Specialist reflects on professional needs and proactively seeks to develop professional knowledge to advance student outcomes and share their learning with colleagues.	Specialist reflects on professional needs and proactively seeks to develop professional knowledge to advance student outcomes.	Specialist is beginning to reflect on professional needs and requires assistance to determine areas of needed growth.	Specialist does not reflect on professional needs and is not receptive to feedback regarding needed areas of growth.

<b>Examples and possible evidence</b>	Uses reflection and self-evaluation to analyze practice, reviews student growth and data as part of reflection, seeks out and engages in learning opportunities to enhance skills and facilitate student learning, collaborates with colleagues in multiple meetings, reflects on evaluation feedback to determine areas for growth, brings reflections based on data and asks for collegial feedback, is responsive and receptive to peers and feedback
<b>Learning Principles</b>	<ol style="list-style-type: none"> <li>1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;</li> <li>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;</li> <li>3. Have choices, engage in exploration and practice, and demonstrate perseverance;</li> <li>4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;</li> <li>5. Build upon prior knowledge, make connections, and transfer learning to new situations; and,</li> <li>6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.</li> </ol>

<b>4.3 Summative</b> Demonstrates knowledge of best practices in specialty area of the profession		Specialist seeks and exhibits high levels of professionally related (current, accurate, and comprehensive) knowledge and relates that knowledge to the population served.	Specialist demonstrates current, accurate, and comprehensive knowledge consistent to the profession.	Specialist continues to develop the ability to demonstrate professional knowledge consistently in practice.	Specialist's knowledge is not current.
<b>4.3 Formative</b> Demonstrates knowledge of best practices in specialty area of the profession	Observation  Artifact  Conversation	Specialist proactively shares resources with colleagues to elicit feedback and suggestions for best practices in the profession.	Specialist shares resources with colleagues to elicit suggestions in response to student needs.	Specialist is developing their repertoire of resources in an effort to share with colleagues.	Specialist is unaware of, or does not access professional resources.
<b>Examples and possible evidence</b>	Quoting/referencing resources, journals, valid online resources, trade books, providing colleagues with current, relevant materials/resources to address student needs				
<b>Learning Principles</b>	<ol style="list-style-type: none"> <li>1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;</li> <li>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;</li> <li>3. Have choices, engage in exploration and practice, and demonstrate perseverance;</li> <li>4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;</li> <li>5. Build upon prior knowledge, make connections, and transfer learning to new situations; and,</li> <li>6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.</li> </ol>				

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## **Appendix B: Forms, Surveys and Artifactual Evidence**

## Granby Public Schools Educator Summative Evaluation Report

Name:

School:

Assignment:

Date:

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

Focus Area 1 Planning Active Learning

Score: \_\_\_\_

Focus Area 2 Instruction

Score: \_\_\_\_

Focus Area 3 Professional Responsibility

Score: \_\_\_\_

**Part I** Score (calculation of the above focus areas): \_\_\_\_

Areas of Strength:	Areas for Growth:
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### **Part II: School-wide Feedback - 10%**

a. Peer Feedback 5%

Score: \_\_\_\_

b. Parent Feedback 5%

Score: \_\_\_\_

**Part II** Score: (average of the above focus areas): \_\_\_\_

### **Part III: Indicators of Academic Growth - 45%**

Student Learning Outcome #1 - (22.5 %)

Score: \_\_\_\_

Areas of Strength:	Areas for Growth:
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Student Learning Outcome #2 – (22.5%)

Score: \_\_\_\_

Areas of Strength:	Areas for Growth:
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**Part III** Score (average of the above focus areas): \_\_\_\_

**Part IV: School-wide Student Feedback – 5%**

**Part IV** Score: \_\_\_\_

**Part VI: Calculation of Overall Rating:** See pages 22-25 of *Granby Educator Effectiveness Professional Learning and Performance Evaluation Manual* to determine the educator’s overall rating.

**Part VI** Overall Rating: \_\_\_\_

**Additional Comments**

Evaluator

Educator

Educator Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

## Granby Public Schools Specialist Summative Evaluation Report

Name:

School:

Assignment:

Date:

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

Focus Area 1 Planning Active Learning

Score: \_\_\_\_

Focus Area 2 Direct Service/Instruction/Practice

Score: \_\_\_\_

Focus Area 3 Collaboration/Consulting/Coaching

Score: \_\_\_\_

Focus Area 4 Professional Practice and Responsibility

Score: \_\_\_\_

**Part I** Score (calculation of the above focus areas): \_\_\_\_

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

### **Part II: School-wide Feedback – 10%**

a. Peer Feedback 5%

Score: \_\_\_\_

b. Parent Feedback 5%

Score: \_\_\_\_

**Part II** Score: (average of the above focus areas): \_\_\_\_

### **Part III: Indicators of Academic Growth – 45%**

Student Learning Outcome #1 – (22.5 %)

Score: \_\_\_\_

Areas of Strength:	Areas for Growth:
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Student Learning Outcome #2 – (22.5%)  
Score: \_\_\_\_

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

**Part III** Score (average of the above focus areas): \_\_\_\_

**Part IV: School-wide Student Feedback – 5%**

**Part IV** Score: \_\_\_\_

**Part VI: Calculation of Overall Rating:** See pages 22-25 of *Granby Educator Effectiveness Professional Learning and Performance Evaluation Manual* to determine the educator’s overall rating.

**Part VI** Overall Rating: \_\_\_\_

**Additional Comments**

Evaluator

Educator

Educator Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

# UPLOAD

## Granby Public Schools Setting Student Learning Objectives (SLOs)

Name: \_\_\_\_\_

School: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

Date: \_\_\_\_\_

Note: Educators must have a minimum of one SLO with at least 2 IAGDs. As an alternative, they may also have 2 SLOs with one IAGD for each as a minimum.

### Student Learning Objective #1

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

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

### Student Learning Objective #2

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

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

## **Granby Public Schools Goal Setting Plan: Mid-Year Progress Conference**

**Name:**

**School:**

**Teaching Assignment:**

**Date:**

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

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

# UPLOAD

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

Name:  
Teaching Assignment:

School:  
Date:

End of year self-assessment:

### **Progress towards goals**

Guiding Questions:

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

### **Discussion of evidence of student learning**

- What does the evidence collected tell me?

### **Contribution to school community**

- How did you support school-wide goals based on survey results?
- What additional contributions have you made?

### **Professional growth modifications and needs (development)**

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

# UPLOAD

## Optional Educator Feedback Form

Observation Date:	<input type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Review of Practice
Focus Areas and Indicators:			
Educator Comments:			

**CURRENT USE: Use EdReflect to complete your self-assessment**

**THIS FORM IS FOR POSSIBLE FUTURE USE –  
do not use at this time**

---

**Self-Assessment of Professional Practice Form – Educator**

Educators will use the space below to reflect on perceived strengths and areas for improvement for each of the 3 focus areas of the *Continuum*.

<i>Continuum</i> Focus Area	<ol style="list-style-type: none"><li>1. Where are my relative strengths <b>AND</b> areas for improvement based upon the indicators of this focus area?</li><li>2. What supports do I need to grow in this focus area?</li></ol>
1. Planning Active Learning	
2. Instruction	
3. Professional Practice and Responsibility	

**CURRENT USE: Use EdReflect to complete your self-assessment**

**THIS FORM IS FOR POSSIBLE FUTURE USE –  
do not use at this time**

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**Self-Assessment of Professional Practice Form – Specialist**

Educators will use the space below to reflect on perceived strengths and areas for improvement for each of the 4 focus areas of the *Continuum*.

<i>Continuum</i> Focus Area	<ol style="list-style-type: none"><li>1. Where are my relative strengths <b>AND</b> areas for improvement based upon the indicators of this focus area?</li><li>2. What supports do I need to grow in this focus area?</li></ol>
1. Planning Active Learning	
2. Direct Service/ Instruction/ Practice	
3. Collaboration/ Consulting/ Coaching	
4. Professional Practice and Responsibility	

## Granby Public Schools Support Plan Referral Form

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

### Required Fields

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

Reason for Referral

Evaluator's signature:

---

Educator's signature:

---

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

Attachments: Documents may be attached

## Granby Public Schools Support Plan Summary Form

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

Required Fields:

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

Reasons for referral:

Duration of plan:

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

Action Plan:

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

Dates of conferences and overviews:

Dates of Observations and overviews:

Evaluator Comments:

Check the box for future recommendations:

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

Follow up comments:

Evaluator's signature: \_\_\_\_\_

Educator's signature: \_\_\_\_\_

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

## Granby Public Schools Appeal Request Form

Required Fields- Participant Seeking Appeal Hearing

Participant Name	
Building	
Position	

Identify the specific process or procedure that is under appeal:

Participant Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

Attachments: Documents may be attached.

## Granby Parent Feedback

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

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

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
I feel comfortable talking to teachers at this school.					
My child's teachers care about his/her academic success.					
My child's teachers clearly define assignments.					
My child is challenged to meet high expectations at this school.					
My child's teachers offer additional help when needed in the classroom.					
My child's teachers provide information about his/her progress.					

**Comments:** Please add any comments you feel would help us improve our school

## Granby Peer Feedback

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

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

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
I am comfortable collaborating with my colleagues.					
My colleagues care about their students' academic success.					
My colleagues share effective instructional strategies.					
My colleagues develop clearly defined learning expectations.					
My colleagues develop differentiated instruction to meet the needs of all students.					
The school emphasizes communication with parents.					
My colleagues create a safe and respectful environment for all students.					
My colleagues create lessons that promote real world critical thinking.					

**Comments:** Please add any comments you feel would help us improve our school

**Granby Student Feedback Survey  
Primary (Grade 2)**

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

Question	Yes 	Sometimes 	No 
People listen to my ideas at school.			
I feel comfortable asking my teachers for help.			
My teachers believe we can have fun learning.			
My teachers explain things clearly.			
I am proud of the work I do in my classes.			

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

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

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

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel comfortable sharing my ideas at school.				
I feel comfortable asking my teachers for help.				
My teachers explain things clearly.				
I understand what my teachers want me to do in class.				
I am proud of the work I do in my classes.				
My teachers use different ways to help me learn.				
My teachers explain the importance of what I am learning.				
My teachers encourage me to ask questions if I don't understand something.				
I feel safe when I am at school.				
My teachers encourage me to do my best work.				

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

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

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

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel like I have the opportunity for my ideas to be heard at school.				
I feel comfortable asking my teachers or adults at school for help.				
My teachers explain things clearly.				
I understand what work my teachers expect me to do.				
My teachers give us work to do in class that helps us learn.				
My teachers explain to us why we are learning something when we start a new lesson.				
My teachers give me meaningful feedback.				
I know how I am expected to behave at school.				
My teachers encourage me to do my best work.				

### **Examples of Artifactual Evidence**

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

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

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## **Appendix C: State Law**

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

## **HISTORICAL CONTEXT/BACKGROUND INFORMATION**

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

**Senate Bill No. 458**  
**Public Act No. 12-116**  
**Sec 51- 56**

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

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

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

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

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

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

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

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

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

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

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

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

include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

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

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

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

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

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

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

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

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

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

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

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

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response to bullying, (5) cardiopulmonary resuscitation and other emergency life-saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, [and] (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10- 151b, as amended by this act. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

**Senate Bill No. 501**

**Public Act No. 12-2**

**Sec 23- 24**

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

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

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

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

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

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## Appendix D: CSDE PEAC Guidelines

### CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

**May 7, 2014**

#### **Dispute-Resolution Process**

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

#### **Rating System**

##### **2.1: 4-Level Matrix Rating System**

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

- ☑ Exemplary – Substantially exceeding indicators of performance
- ☑ Proficient – Meeting indicators of performance
- ☑ Developing – Meeting some indicators of performance but not others
- ☑ Below standard – Not meeting indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the

4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

## **45% Student Growth Component**

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

b. A minimum of one non-standardized indicator.

## **CSDE Guidelines/Core Requirements**

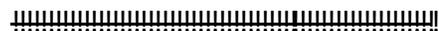
In accordance with the PEAC established guidelines, CSDE has generated the following rubric to assist districts in the creation of aligned plans. The Rubric that follows was used in the design and review of the GPS Educator Professional Growth and Evaluation Manual

## Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

**District Name/Evaluation Point-of-Contact:** \_\_\_\_\_  
**Reviewer:** \_\_\_\_\_  
**Date of Review:** \_\_\_\_\_

### Evaluation Process

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds <sup>1</sup>
<b>Timeline</b>	No mention of a timeline for the evaluation process.	Vague and/or confusing mention of a timeline.	Clear timeline provided for the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation shall not occur later than November 15 of a given school year.  All steps must conclude by the end of the school year.	Detailed timeline, including specific month/day deadline by when each stage of the process will be completed.
<b>Orientation</b>	There is no mention of an opportunity provided for teacher to learn about the evaluation process.	Teacher will be provided with some information regarding the evaluation process, but information is incomplete or inadequate time is set aside.  Does not apply to all teachers.	Orientation is specifically addressed as a required step.  All teachers are provided with adequate and appropriate information/materials on the evaluation process, and there is opportunity to meet and review these materials.	The proposal goes into greater detail on how this information will be conveyed, including, but not limited to key messaging and sample materials/resources for the evaluator to incorporate.
<b>Goal-Setting Conference</b>	The goal-setting conference is not mentioned or addressed.	There is mention of a goal-setting conference, but there is little to no detail regarding what will be discussed during this meeting and/or specific	The goal-setting conference is specifically addressed as a required step. It will take place at the start of the school year.  It is evident that this conference will result in an agreement between the evaluator and educator on	There is clear guidance on gathering extensive evidence and data in preparation for this meeting, including examples of what is most



<sup>1</sup>Assumes all conditions of “Meets” rating!

## Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

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

*Feedback on Evaluation Process:*

## Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

### Category 1- 45% Student Outcomes/Achievement

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

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

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

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

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

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

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

*Feedback for Category 2:*

**Category 3- 10% Parent OR Peer Feedback**

Parent or peer feedback including surveys

*Select which one applies to this proposal:*

**!!Parent Feedback OR**

**!!Peer Feedback**

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

			<p>– a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>The parent or peer feedback rating is across four performance levels.</p>	
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*Feedback for Category 3:*

**Category 4- 5% Whole-School Student Learning OR Student Feedback**

Whole-school student learning indicators or student feedback

*Select which one applies to this proposal:*

**!!Whole-School Student Learning OR**

**!!Student Feedback!**

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

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

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

**Other Required Items:**

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

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

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

*Feedback on Other Core Requirements:*

**Final Summary:**

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

!

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

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**Appendix E: Code of Professional Responsibility for Educators**

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

## 2010 Common Core of Teaching: Foundational Skills

### Code of Professional Responsibility for Educators

(a) Preamble

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

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

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

### PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

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

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

(c) Responsibility to the profession

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

(d) Responsibility to the community

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

(e) Responsibility to the student's family

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

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**UNPROFESSIONAL CONDUCT\***

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
  - (A) Abuse his or her position as a professional with students for private advantage;
  - (B) Discriminate against students.
  - (C) Sexually or physically harass or abuse students;
  - (D) Emotionally abuse students; or
  - (E) Engage in any misconduct which would put students at risk; and
  
- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
  - (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
  - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
  - (C) Misrepresent his, her or another's professional qualifications or competencies;
  - (D) Sexually, physically or emotionally harass or abuse district employees;
  - (E) Misuse district funds and/or district property; or
  - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and
  
- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
  - (A) Exploit the educational institution for personal gain;
  - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
  - (C) Knowingly misrepresent facts or make false statements.

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

- (i) Code revision

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

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## **Appendix F: Glossary of Terms**

<b>Term</b>	<b>Definition</b>
Administrator/Leader/Evaluator	Those individuals in positions requiring an administrative certification, including, but not limited to principals.
Artifacts	Any item, work sample or piece of evidence, which supports or exemplifies teacher methods, practices or success (See Artifact Examples on page 81 of Appendix B)
Assessments	May be created by the educator or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment, or application of learning.
Assessment Criteria	Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
Authentic Assessment:	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Beginning of Year Conference (BYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and educator must complete at least one Beginning-of-Year Conference (BYC) at which they set the educator's goals and objectives for the year.
Consistently	Constantly adhering to the same principles.
Developing Practice	Meeting some indicators of performance but not others
Discourse:	The purposeful interaction between and among educators and students, in which ideas and multiple perspectives are represented, communicated, and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and educator thinking/reasoning), or dialogue through technological or digital resources.
Educator	All individuals in positions that require certification, including, but not limited to classroom educators.
Effective Practice	Meeting indicators of performance.
End-of-Year Conference (EYC)	The annual evaluation process between an educator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur in May or June but no later than June 1st. During the End-of-Year Conference (EYC), the Educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the Educator's

	performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the Educator in order to be productive and meaningful.
Evidence	See Artifact Examples
Exceptional Practice	Substantially exceeding indicators of performance.
Descriptive Feedback	Includes both verbal and written feedback that captures and explains students' strengths and weaknesses, including suggestions for improvement when needed.
Focus Area	Refers to the areas to be assessed through educator observation.
Formal Classroom Observation	Length to include a complete lesson or focus area and/or class period; includes pre- and post-conferencing (new educators may choose to have their mentors at the post-conference); verbal feedback is to be provided within five school days, with written feedback to follow within ten school days.
Review of Practice	Length to include a mutually agreed-upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; includes pre-conference, which may be held with a group; post-conference may be individual or group; verbal feedback is to be provided within 5 days, with written feedback to follow within ten school days.
Formative Assessment	Designed and scored by an individual Educator, grade level or department team to assess student understanding of a particular standards or objectives in order to inform instruction or guide educators to adjust or differentiate instruction to meet the learner's needs.
Frequently	Often, many times.
Health Data	Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc. that might impact student learning.
IAGD	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.
Indicator	Refers to the specific expectations within each focus area.
Individualized Feedback	Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of educator strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.).
Informal Observation	Length of observation at the discretion of the evaluator; no pre-conference; unannounced; verbal feedback is optional; written feedback (Appendix B) left with the educator with opportunity for written educator response; opportunity for post-conference as requested by administrator and/or educator.

Ineffective Practice	Not meeting indicators of performance.
Intervention	Any additional or alternative method attempted to improve student understanding, learning, or growth.
Inquiry-Based Learning	Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Learning Expectations	Objectives that apply to a specific content area, unit, or lesson.
Learning Environment	Any environment where instruction and learning occur.
Mid-Year Conference (MYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and Educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The MYC is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation <i>Continuum</i> for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives (Appendix B)
Multiple Sets of Data	Any sets of results educators collect to analyze student growth – can include but not limited to benchmark assessments, formative assessments, summative assessments, standardized test results, curriculum based measures, etc.
Occasionally	At times; from time to time; now and then.
Post-Conference	A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the <i>Continuum</i> and for generating action steps that will lead to the educator's improvement.
Rarely	Infrequently; seldom
Referral Process	The process through which a student of concern is considered for evaluation – follow district SRBI manual.
Rigor/Rigorous Learning	Rigorous learning stretches students beyond their “comfort zone,” focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance. When learning is rigorous, students make connections between that learning and studies in other areas, as well as connections to real life applications.
Routines and Transitions	Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

SLO	A Student Learning Objective (SLO) is an academic goal that educators/administrators and evaluators set for groups of students. Educator SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of IAGD, which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.
SPI	SPI is the School Performance Index and indicates overall student performance in a school based on State standardized testing.
SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. <ul style="list-style-type: none"> <li>Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound</li> </ul>
Standardized Assessment	A standardized assessment has all of the following features: <ul style="list-style-type: none"> <li>Administered and scored in a consistent or standard manner</li> <li>Aligned to a set of academic standards</li> <li>Broadly administered (e.g., nation or statewide)</li> <li>Commercially produced</li> <li>Often administered only once per year, although standardized assessments are administered two or three times per year</li> </ul>
Student Growth	A positive change in student achievement between at least two points in time as determined by the school district, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.
Summative Assessment	Identify the learner's achievement or progress made at a certain point in time against predetermined criteria.
Timely Feedback	Feedback will be provided to students within a time frame as stipulated by BOE policy.

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## **Appendix G: Frequently Asked Questions**

## **Educator Evaluation: Frequently Asked Questions**

1. What if I teach in a collaborative classroom? Will my demographics affect my score?
  - a. Your SLO is based on the goal you set for your students with your evaluator during your initial objectives setting meeting. Your goals will be based upon the prior knowledge of the particular set of students who's scores will be used for your SLO.
2. What happens if my evaluator and I disagree?
  - a. Disputes between educators and evaluators can be resolved through an appeals process involving an independent board.
3. Will feedback be provided to evaluators?
  - a. Staff will have the opportunity to address concerns and provide feedback to evaluators through surveys.
4. Will we be told what indicators are being addressed in observations?
  - a. Indicators up for review will be discussed in pre and post conferences and will most often be linked to the objectives set by the educator with the evaluator.
5. Will the SLOs be based on the performance of all of my students, a subset of my students, or only students that take a state test?
  - a. If any of your students take a state test an SLO goal for their performance is required. In the case of multiple sections of more than one prep a target group will be selected but must be made up of a majority of the students who are being assessed.

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## **Appendix H: Administrator Calibration/Feedback Training**

## Teacher Evaluator Professional Development Series

The Teacher Evaluator Professional Development Series is the Third Module in ReVision Learning's Teacher Effectiveness and Performance Evaluation programming. This Module is designed to prepare primary and complementary evaluators to implement new teacher evaluation systems and increase teacher effectiveness. Participants will:

- operationalize their district rubric (Instructional Framework)
- build inter-rater agreement
- identify specific observation techniques
- analyze their leadership style and its impact on providing feedback
- learn coaching techniques that lead to teacher growth

### Professional Development for Implementation of Teacher Evaluation

SERVICE AND TRAINING	DURATION
<p><b>Module 3 Session A: Understanding Your District Rubric</b></p> <p>During this session, evaluators are introduced to their district's rubric (instructional framework) and engage in activities to help them develop an understanding of the framework. These activities can also be used to support the work at the school level to introduce and dissect the framework with teachers.</p>	<b>3 hours</b>
<p><b>Module 3 Session B: Evaluator Calibration Training</b></p> <p>These two days are focused on calibration activities. Administrators engage in activities to view and dissect instruction and then align their observations to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended.</p>	<b>12 hours</b> Best when completed as consecutive days
<p><b>Module 3 Session C: Understanding Your Leadership Style</b></p> <p>These two days are dedicated to DiSC® Leadership Profiles with a focus on helping administrators understand how their leadership style plays a role in supervision and evaluation work with teachers.</p>	<b>12 hours</b> Can be divided into 3 or 6 hour segments
<p><b>Module 3 Session D: Teacher Evaluation Support and Feedback</b></p> <p>This two-day session is focused on feedback and support. The work is designed to help administrators and other teacher evaluators consider the leadership approaches they take with teachers. The session is focused through the lens of the Learner Focused Relationship model and integrates elements of Cognitive Coaching™ research. A direct link is made to the DiSC® work completed in M3SC as administrators are introduced to leadership preferences in relationship to their interaction with teachers.</p>	<b>12 hours</b> Can be divided into 6 hour segments

*On-going calibration training is recommended to ensure constant interaction with the rubric (framework of instruction) being used. Additional intensive support is available through the ReVision Learning One-One Coaching Model to support administrators and evaluators in implementation of the district system.*

## SUPERVISOR PERFORMANCE CONTINUUM SELF-ASSESSMENT

Reflect on the indicators for each domain of the continuum. Determine your rating, 1 through 4, according to your current assessment of your practices. Use the “Beginning” and “Proficient” performance descriptions to guide your rating decisions.

	INDICATOR	BEGINNING	SELF-ASSESSMENT RATING				PROFICIENT
			1	2	3	4	
DOMAIN 1 – Evidence-Based Observation	A. Evidence cited is directly tied to the expected indicators of performance.	Little to no connections have been made between teaching practice and performance indicators.	1	2	3	4	Clear and accurate connections have been made between teaching practice and the indicators of performance designated within a rubric for the district and/or school.
	B. Evidence cited includes a balance of qualitative and quantitative data.	Evidence cited about teaching practice includes only one type of data leaving little tangible support for teacher growth and improvement.	1	2	3	4	Evidence cited is balanced between qualitative and quantitative statements and facts that provide supportive suggestions and potential benchmarks for teacher growth and improvement.
	C. Evidence cited is associated with student interaction and learning and has been directly tied back to the implementation of chosen teaching strategies used during lesson.	Little to no connections have been made between student learning objectives and selected teaching strategies.	1	2	3	4	Supervisor has provided detailed feedback that strongly links observed teaching practice to expected student learning objectives and outcomes.
	D. Evidence cited includes areas of strengths as well as areas of growth.	Clear areas for teacher growth have not been identified or have little to do with observed lesson and teaching practice.	1	2	3	4	Supervisor provides explicit evidence that supports areas of growth across multiple indicators of the teacher performance rubric while reinforcing positive practice through articulation of effective teaching practice.
	E. Evidence cited is objectively stated and without opinion.	Evidence cited about teaching practice is judgmental and based on opinions. Little to no objective evidence has been identified.	1	2	3	4	Evidence is non-judgmental and data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other non-judgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes.
	F. Evidence cited is effectively communicated through the demonstration of strong written communication skills.	Supervisor does not demonstrate written skills that effectively communicate important findings from the observation.	1	2	3	4	Supervisor's written communication is clear and concise providing supportive areas for development and new learning that can be identified by the teacher.